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ABSTRACT

The annotated bibliography on multiply handicapped children and adults contains approximately 90 abstracts and associated indexing information for documents, published from 1962 through 1972, which have been selected from the computer file of the Information Center of the Council for Exceptional Children. It is explained that the abstracts were chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as procedures for evaluating the hearing of the retarded, educational programs for deaf blind children, and research on psychological needs of multiply handicapped children. (MC)

ED 090706

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MULTIPLY HANDICAPPED

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 614

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EC 061 505

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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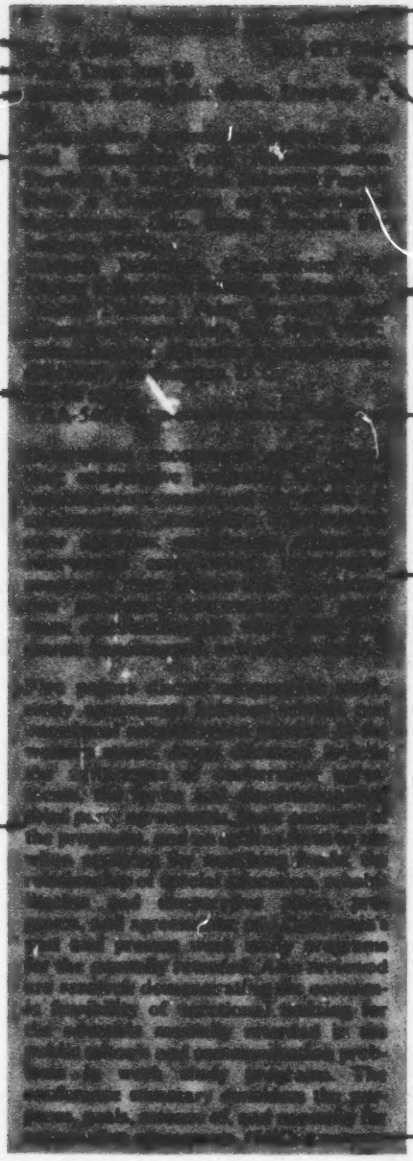

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Summary

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Abstractor's initials

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INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Multiply Handicapped* from the Center's computer file of abstracts are listed alphabetically below:

Deaf Blind
Multiply Handicapped

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Annals of the Deaf, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016

American Journal of Diseases of Children, 535 N. Dearborn Street, Chicago, Illinois

American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, Pennsylvania 19103

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Exceptional Parent, P.O. Box 101, Back Bay Annex, Boston, Massachusetts 02117

Journal of Rehabilitation of the Deaf, Professional Rehabilitation Workers With The Adult Deaf, Inc., 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of Speech and Hearing Disorders, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Mental Retardation, American Association of Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Pediatrics, Box 1034, Evanston, Illinois 60204

Rehabilitation Literature, National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, The National Braille Press, Inc., 88 St. Stephen Street, Boston, Masssachusetts 02115

Wisconsin Department of Public Instruction Bureau Memorandum, Wisconsin State Department of Public Instruction, Madison, Wisconsin

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volume I-V, No. 1.

ABSTRACTS

ABSTRACT 10134

EC 01 0134 ED 016 347
Publ. Date May 67 182p.
Minskoff, Joseph G.
The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.
Yeshiva Univ., New York, N. Y.
Office of Educ., Washington, D. C.
OEG-1-6-068375-1550
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability; language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy

The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a psycholinguistic approach to the remediation of learning disabilities by comparing three groups--an experimental remedial treatment group, a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of the study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4, and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other research as typical of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors precluding obtainment of a single, generalized (i.e. typical) deficit. In the remediation aspect, 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tutored individually for 30 sessions. All 15 subjects were retested on the 17-test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group showed greater gains than the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

ABSTRACT 10235

EC 01 0235 ED N.A.
Publ. Date Feb 66
Curtis, W. Scott
The Evaluation of Verbal Performance in Multiply Handicapped Blind Children.
Syracuse University, New York
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; visually handicapped; multiply handicapped; tests; language; children; auditory evaluation; aural stimuli; verbal ability; verbal communication; social relations; hyperactivity; blind; communication (thought transfer); speech evaluation; evaluation methods; Syracuse University Center for the Development of Blind Children

At the Syracuse University Center for the Development of Blind Children, a team of specialists in pediatrics, neurology, ophthalmology, psychology, speech pathology, audiology, social work, and special education has been evaluating the communication skills of multiply handicapped blind children over periods of 3 to 5 days since 1957. After the child is first observed, he is classified either as apathetic or as hyperactive. The technique with the apathetic child is to introduce and then withdraw auditory stimuli, forcing the child to initiate activities on his own, which the interviewers encourage by verbalization and play. With the hyperactive child the technique is to fatigue his hyperirritable behavior by leaving him completely alone, letting him develop a ritualized activity pattern, and then to offer relief from this behavior by rewarding him. With both classifications of children, social interactions and auditory assessment are thus established. An outline of response categories provides cues to behavior patterns, and modality capacities are listed for the receptive, the expressive, and the referential system. General recommendations are (1) the child should be seen on more than one occasion, (2) the child should be examined prior to exploring his case records and to interviewing his parents, (3) the examiner should probe capabilities and assets as well as liabilities, and (4) the examiner should recall the difference between isolated and multiple disabilities. This article was published in Exceptional Children, Volume 32, Number 6, pages 367-374, February 1966. (CG)

ABSTRACT 10587

EC 01 0587 ED 021 371
Publ. Date Mar 68 6p.
Grant, Evelyn; Lewis, William
A Proposal for a Pilot Project to Meet the Needs of the Mentally Retarded Deaf.
Wisconsin State Department of Public Instruction, Madison
EDRS mf,hc
Wisconsin Department of Public Instruction Bureau Memorandum: V9 N3 P14-19 Mar 1968

Descriptors: exceptional child education; program planning; mentally handicapped; aurally handicapped; multiply handicapped; program proposals; demonstration programs; program administration; children; deaf; program descriptions; educational objectives; pilot projects

A pilot program to meet the needs of mentally retarded deaf children is proposed by two Wisconsin schools. The rationale for the program and the summary statement from a 3-day workshop which met to consider a possible program are given. The purpose of the proposed program is to demonstrate the feasibility of removing, at least for a time, deaf retarded children from classes for the deaf of normal intelligence and from classes of mentally retarded hearing children. The proposal specifies short range procedures for 1967-68, including identification of students and criteria for admission. Intermediate range procedures for 1968-69 outlined are limitation of class size, children to participate, staff facilities, equipment, curriculum, parent involvement, reporting, evaluation, funding possibilities, and projected cost. A long range program is also considered in terms of facilities, teacher certification, diagnostic procedures, and state guidelines. Survey data on incidence and a diagram of the program's administrative structure are provided. A bibliography lists seven items. (GD)

ABSTRACT 10784

EC 01 0784 ED 025 064
Publ. Date 67 77p.
Graham, Milton D.
Multiply-Impaired Blind Children: A National Problem.
American Foundation for the Blind, New York, New York
EDRS mf,hc
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; multiply handicapped; visually handi-

capped; educational needs; health; braille; incidence; national surveys; statistical surveys; questionnaires; age; sex differences; blind; children; mentally handicapped; speech handicapped; emotional problems; neurologically handicapped; aurally handicapped

In 1966, a national survey reported on 8,887 multiply impaired (MI) blind children. About 56% were boys; 83% had been blind since before age 3, and half were totally blind. The principal causes of blindness were retrolental fibroplasia and congenital cataracts. Almost 63% had two or more additional disabilities (86.8% of those under age 6), such as mental retardation (80.2%), speech problems (38.9%), brain damage (35.1%), emotional problems (16.7%), cerebral palsy (14.4%), epilepsy (14.0%), chronic medical problems (7.0%), crippling (4.9%), hearing impairment (10.6%), cosmetic defect (6.1%), orthodontic defect (4.0%), and cleft palate (1.0%). Although half of the sample was 13 or older, only 4.1% functioned at secondary school level; 130 children were reported who had reading vision but used braille; the reported mobility performance data were found unreliable. The estimated number of MI blind children in the United States is 15,000 with 300 more diagnosed each year. Suggestions were made for research and services. (LE)

ABSTRACT 11096

EC 01 1096 ED 023 240
Publ. Date Sep 65 50p.
Andrew, Gwen; Feuerfile, David
Programming Habilitation of the Hospitalized Deaf-Retarded.
Michigan State Department of Mental Health, Lansing
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-800S RR-44

Descriptors: exceptional child research; multiply handicapped; psychotherapy; vocational rehabilitation; aurally handicapped; mentally handicapped; sheltered workshops; deaf; work experience programs; communication skills; social adjustment; personal adjustment; academic achievement; institutionalized (persons); job placement; community cooperation; homemaking education; intellectual development

Thirty-two deaf retarded patients were diagnostically assessed for speech and hearing, intellectual function, academic achievement, and medical status. Eight of the patients served as controls and 24 received 18 to 24 months of special training in communication skills, shop experience, physical education, and homemaking. Twelve of the 24 also received psychotherapy. Formal vocational training in a sheltered workshop for males and participation in the institution work program and community vocational placement for both sexes were intitated during the final year of the program. As a result of the program, some of the patients were able to be discharged or to be placed in the community on a day basis. Others were able to participate in the institutional work program. Communication, intellectual functioning, and social/personal adjustment improved significantly (p equals .02 or p less than .02), but academic achievement did not improve. The psychotherapy program was not shown statistically to be effective; in fact, the subjects without psychotherapy improved more in intellectual function and performance. The patients participated successfully in the sheltered workshop. (EC)

ABSTRACT 11187

EC 01 1187 ED 027 676
Publ. Date 68 33p.
Bricker, Diane D. and Others
Operant Audiometry Manual for Difficult-to-Test Children. Institute on Mental Retardation and Intellectual Development Papers and Reports, Volume V, Number 19.
John F. Kennedy Center for Research on Education And Human Development, Nashville, Tennessee, Institute on Mental Retardation and Intellectual Development
Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth
EDRS mf,hc
HD-973;OEC-2-7-070218-1639(032)
BR-7-0218

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; multiply handicapped; auditory evaluation; reinforcement; operant conditioning; audiometric tests; guidelines; reinforcers; trainers; training techniques; facility requirements; equipment; equipment standards; conditioned response; behavior; clinical diagnosis; testing; identification

To facilitate the use of operant audiometry with low functioning children (psychotic, severely retarded, or multiply handicapped), a procedures manual was developed containing definitions of terms, instructions for determining reinforcers, physical facilities and equipment needs, diagrams, component lists, and technical descriptions. Development of the method began with the child brought into the testing room by the trainer who assisted the child in pushing a button when a tone was presented. Reinforcements were presented after each push until the child was responding appropriately; conditioning occurred at different frequencies and with changing reinforcement schedules and the child was conditioned to wear earphones. The final hearing test was then conducted. Instructions are provided for the trainer who attempted to consider possible reactions by the subjects and provided for fading out assistance; directions for the examiner, who operated the equipment, are also included. An auxiliary program using a tone-light combination is included for children who did not respond to the above procedures. (JB)

ABSTRACT 11235

EC 01 1235 ED 003 304
Publ. Date 64 183p.
Webb, Clarence and Others
Procedures for Evaluating the Hearing of the Mentally Retarded.
Central Michigan University, Mount Pleasant
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-1731

Descriptors: exceptional child research; mentally handicapped; tests; aurally handicapped; identification; multiply handicapped; hearing loss; incidence; test reliability; evaluation techniques; institutionalized (persons); auditory evaluation; testing; audition (physiology); test validity; test construction; screening tests; auditory visual tests; corrective institutions

Approximately 1,300 mentally retarded patients were involved in a study on the adequacy of hearing tests, the incidence of hearing loss, and standardization of procedures. The study included test standardization and evaluation, hearing screening psychological-social-otological evaluation, and hearing test development. The subjects who possessed hearing deficiencies underwent intensive and comprehensive testing procedures. Data analysis included test-retest and interjudge score correlation, comparisons, and analyses of variance. The results obtained indicated that detection of hearing loss responses was dependent on the testing procedure and the responses required; two currently available tests from the battery utilized were useful for screening; and developed test procedures were unreliable from test to retest, but potentially capable if further developed. (RS)

ABSTRACT 11553

EC 01 1553 ED N.A.
Publ. Date Jan 67 10p.
Vernon, McCay
Prematurity and Deafness: The Magnitude and Nature of the Problem Among Deaf Children.
EDRS not available
Exceptional Children; V33 N5 P289-98 Jan 1967

Descriptors: exceptional child research; aurally handicapped; hearing loss; premature infants; hard of hearing; deaf; multiply handicapped; etiology; intelligence; academic achievement; minimally brain injured; neurological defects; audiometric tests; emotional adjustment; Bender Gestalt Test; Diagnostic Screening Form for Detection of Neurological Impairment in Deaf Children

To investigate the relationship between prematurity and deafness, 1,468 deaf or profoundly hard of hearing children (ages 3 to 21 years) were studied. Of these, 257 children had a birth weight of 5 pounds, 8 ounces, or less, and prematurity was the only known cause in 175 of the 257 cases. As birth weight dropped, IQ diminished appreciably (below 3

pounds, 4 ounces, the mean IQ was below 80). Data based on the Stanford Achievement Test scores, school records, and teacher evaluations indicated that these children achieved at half the rate of normally hearing children and two thirds the rate of deaf children of deaf parents. One out of every five of the 175 was essentially unable to be educated. Psychological evaluations, teacher ratings, and school records revealed that one-fourth to one-third of the subjects had severe emotional problems: the Bender Gestalt Test, the screening for the detection of neurological impairment, and audiograms indicated the presence of brain damage. The lower the birth weight, the greater the incidence of multiple handicaps (over two-thirds of premature deaf children were multiply handicapped) and the more serious the handicap. (AJ)

ABSTRACT 11674

EC 01 1674 ED 030 230
Publ. Date 67 97p.
Lance, Wayne D., Ed.
Proceedings of the Special Study Institute for the Multihandicapped (Los Angeles, California, October 9-13, 1967).
California State Department of Education, Division of Special Schools and Services
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; program planning; special programs; educational planning; educational problems; educational legislation; school responsibility; state legislation; teacher education; diagnostic teaching; curriculum development; case studies (education); parent attitudes; aurally handicapped; community problems; state programs; California

The proceedings consider special education programs for the multiply handicapped. Papers describe a case study in community challenge, California trends for services, the multihandicapped deaf child, the process of curriculum development, persistent educational problems, prescriptive teaching as an integration process, the clinician-educator, and educational planning. Panel discussions treat special programs, parental problems, innovations in teacher preparation, legislative needs, and problems confronting public schools in providing special services. (LE)

ABSTRACT 11782

EC 01 1782 ED N.A.
Publ. Date Feb 68 4p.
Ucer, Erol and Others
Utilizing Film Therapy with Emotionally Disturbed Retardates.
EDRS not available
Mental Retardation; V6 N1 P35-8 Feb 1968

Descriptors: exceptional child education; emotionally disturbed; mentally handicapped; psychotherapy; multiply handicapped; educable mentally handicapped; behavior change; films; group therapy; audiovisual aids; institutionalized (persons)

To investigate the use of sound films as a therapeutic technique, films dealing with adolescent development from a mental health library were utilized. The subjects were 49 male emotionally disturbed retardates (ages 18 to 45, IQ's 40 to 84) in a psychiatric treatment unit at a state home and training school. Films 20 to 30 minutes long were shown weekly. A discussion period conducted by a therapist followed. Motivation of both patients and staff appeared improved as a result. Patients were less hostile and tensions decreased as they gained insights into their emotional problems and tried to control their behavior. However, the underlying condition of mental retardation was not improved by the film therapy. (SE)

ABSTRACT 20142

EC 02 0142 ED N.A.
Publ. Date Aug 69 8p.
Wessell, Margery Hayes
A Language Development Program for a Blind Language-Disordered Preschool Girl: A Case Report.
EDRS not available
Journal of Speech and Hearing Disorders; V34 N3 P267-74 Aug 1969

Descriptors: exceptional child research; visually handicapped; language handicapped; case studies (education); language development; multiply handicapped; eating habits; teaching methods

The case report describes diagnostic examinations and a therapy program for a 3.9 year old congenitally blind girl. She received therapy three times per week for 8 months to develop meaningful associations, stimulate imitation and use of language, and stimulate any residual vision. Areas treated were body concepts, shapes and forms, textures, sound direction discrimination, expansion of environment and increasing independence, and eating habits. Substantial progress was reported. Recent reports indicated that the child is enrolled in a preschool day-care center in preparation for later school experience. (JB)

ABSTRACT 20253

EC 02 0253 ED N.A.
Publ. Date May 67 5p.
Lloyd, Lyle L. and Others
Performance of Hearing Impaired and Normal Hearing Retardates on Selected Language Measures.
EDRS not available
American Journal of Mental Deficiency; V71 N6 P904-8 May 1967

Descriptors: exceptional child research; aurally handicapped; mentally handicapped; tests; language; hard of hearing; hearing loss; trainable mentally handicapped; educable mentally handicapped; multiply handicapped; language development; testing; language tests; language handicapped; Peabody Picture Vocabulary Test; Parsons Language Sample

To study the performance of mentally handicapped subjects on the Peabody Picture Vocabulary Test (PPVT), and the Parsons Language Sample (PLS), 36 subjects ranging in age from 8 years 4 months to 19 years 10 months were tested. Twelve subjects had normal hearing, 12 had conductive hearing losses, and 12 had sensori-neural hearing losses. Analysis of PPVT and PLS test results revealed that subjects with sensori-neural loss had greater language deficiency than either of the other groups. The author noted that the greater language deficiency of the sensori-neural group may be due to a slightly greater hearing loss in decibels, longer duration of loss, or distortion of input all of which were experienced by this group. It is also possible that the statistical analysis may not have revealed possible language deficiencies of the conductive loss group. Both hearing loss groups showed significantly greater language deficiency on the Verbal Scale of the PLS than did the normal hearing group. No significant differences were found among the three groups on the Non Verbal Scale of the PLS. Of the two tests, the PLS provided more differential information and is suggested as a more valuable measure to use with aurally and mentally handicapped subjects. (MY)

ABSTRACT 20284

EC 02 0284 ED N.A.
Publ. Date May 69 8p.
Anderson, Robert M.; Stevens, Godfrey D.
Practices and Problems in Educating Deaf Retarded Children in Residential Schools.
EDRS not available
Exceptional Children; V35 N9 P687-94 May 1969

Descriptors: exceptional child research; deaf; mentally handicapped; multiply handicapped; residential schools; academic aptitudes; aurally handicapped; incidence; classification

Information was collected from pupils' cumulative folders at six schools for the deaf on the prevalence of mentally retarded deaf children, the utility of intelligence tests for such children, classification and nomenclature, numbers and kinds of disabilities in addition to deafness and mental retardation, and projected grade level at graduation for the retarded children. A total of 304 pupils (19% of the pupil population of 1,632) had IQ scores below 83, but only 132 of these children were classified as mentally retarded. Handicaps in addition to deafness and mental retardation were reported for 73 children. A mean grade level expectancy of 4.3 at time of graduation was predicted by school psychologists for 117 of the 304 children. (LE)

ABSTRACT 20676

EC 02 0676 ED N.A.
Publ. Date Jan 66 3p.
Noel, Alice

Effectiveness of an Academically Oriented Teaching Program with Crippled Children.
EDRS not available
Exceptional Children; V32 N5 P325-7 Jan 1966

Descriptors: exceptional child education; multiply handicapped; orthopedically handicapped; educational philosophy; academic education; teaching methods; educational objectives; academic achievement

The teaching philosophy for a class of crippled children was changed from emphasis on personal and physical development to emphasis on functional academic skills. The class consisted of six severely involved, orthopedically handicapped children, aged 10 to 18 years. Their special class met in a regular elementary school for 5 1/2 hours daily. The curriculum consisted of academic subject matter, with concentration on communication skills and the discovery technique. Under the new approach, median gains for the class during the academic year on the Metropolitan Achievement Test were 1.4 years in arithmetic, 1.5 years in language, 1.9 in spelling, and 2.0 in reading. It is suggested that many severely involved, crippled children could learn more in an academically oriented classroom than in a classroom geared primarily to physical development and crafts. (LE)

ABSTRACT 20856

EC 02 0856 ED 028 551
Publ. Date 15 Aug 62 108p.
Schmidt, Paul and Others
Work Adjustment Program for Disabled Persons with Emotional Problems. Final Report.
Indianapolis Goodwill Industries, Indiana Office of Vocational Rehabilitation (DHEW), Washington, D. C.
EDRS mf,hc
DP-RD-275

Descriptors: exceptional child research; multiply handicapped; vocational rehabilitation; job placement; followup studies; demonstration projects; administration; supervisors; mentally handicapped; emotionally disturbed; physically handicapped; epilepsy; clinical diagnosis; vocational counseling; adjustment (to environment); vocational adjustment; personal adjustment; evaluation; workshops; behavior rating scales; sheltered workshops; Goodwill Industries

A 4-year demonstration project at Indianapolis Goodwill Industries applied work adjustment knowledge, methods, and techniques to assist 200 clients, ages 17 to 58 years, mean IQ 90, who were severely disabled with handicaps including mental retardation, epilepsy, emotional disturbances, and/or physical handicaps. After a diagnostic evaluation clients were assigned to a job; supervisors, caseworkers, and psychologists provided support or criticism directed toward shaping work attitudes and helping the person see himself realistically. Evaluation techniques considered interpersonal relations, utilization of ability, work satisfaction, adjustment to work pressure, and self concept as a worker. Supervisors and other staff members also rated workers for employability and placeability; followup studies were done. Of the 159 clients who completed the program, 129 were placed on jobs. Conclusions were that techniques used in the project were practical and effective for the majority of clients and that clients tended to show better adjustment. Administrative problems, the role of supervisors, and implications for the future are discussed; six case histories, 29 tables of information about clients, and 11 forms and rating scales are included. (RK)

ABSTRACT 20904

EC 02 0904 ED 016 345
Publ. Date Oct 67 81p.
Lazar, Alfred L. and Others
A Syllabus for Creative and Innovative Services for the Multihandicapped (Special Study Institute for the Multi-Handicapped, Los Angeles, California, October 9-13, 1967).
California State Department of Education, Sacramento, Division of Special Schooling
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; professional education; program planning; educational needs; institutes (training programs); study guides; Sacramento

This syllabus was developed to assist the participants in a 4-day institute designed to promote special education programs for multiply handicapped children. Section one of the syllabus describes the organization and operations of the institute including consultants, faculty, panel members, discussion leaders and recorders, the hotel plan, and the film schedule. The second section enumerates the theme for each day, the presentation topics, panel topics, and lists 68 suggestive questions with space for written reactions from institute participants. The third section lists a selected bibliography of about 325 items on five combinations of multiple disability in children. Section four presents an annotated list of 36 selected films. (DF)

ABSTRACT 20938

EC 02 0938 ED 032 663
Publ. Date May 68 101p.
Lowenfeld, Berthold
Multihandicapped Blind and Deaf-Blind Children in California.
California State Department of Education, Sacramento, Division of Special Schools and Services
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; multiply handicapped; incidence; visual acuity; etiology; out of school youth; blind; deaf blind; mentally handicapped; emotionally disturbed; physically handicapped; preschool children; speech handicapped; educational programs; residential schools; psychoeducational clinics; counseling services; California

Data elicited by two questionnaires on the characteristics (numbers, nature, extent, and location) of the multihandicapped population under 21 years of age in California are presented. Based on replies by 613 programs (47% response) and estimated to include 80 to 90% of the state's multihandicapped blind children, statistics concern multihandicapped blind and deaf blind children, each in terms of the following categories: in school, in state hospital schools, not in school but of school age, and of preschool age. Further data treat severity and average number of handicaps as well as frequency of handicaps for 940 multihandicapped blind and 240 deaf blind children. (JD)

ABSTRACT 20976

EC 02 0976 ED 033 516
Publ. Date 69 468p.
Wolf, James M., Ed.; Anderson, Robert M., Ed.
The Multiply Handicapped Child.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($21.00).

Descriptors: exceptional child education; multiply handicapped; incidence; educational programs; clinical diagnosis; taxonomy; anomalies; rubella; etiology; cerebral palsy; mentally handicapped; learning disabilities; aurally handicapped; visually handicapped; preschool children; psychological evaluation; classification; educational diagnosis

Articles presented in the area of the medical and educational challenge of the multiply handicapped child are an overview of the problem, the increasing challenge, congenital malformations, children whose mothers had rubella, prematurity and deafness, the epidemiology of reproductive casualty, and new education for old problems. Discussions of incidence are the health of well children, handicapped children in Georgia, a followup study, a survey in Alamance County, North Carolina, and the Onondaga Census. Concerned with education are selections on the muliply handicapped deaf, the multiply handicapped retarded, a multidiciplinary approach to preschoolers, the multiply handicapped cerebral palsied and visually impaired, courageous action, and learning disabilities. Articles on evaluation include evaluation of cerebral palsied preschoolers, advances in assessment of the cerebral palsied since 1958, psychological evaluation of the blind, diagnosis and recommendations for placement, and remediation for learning disabilities. Development of a taxonomy for special education, a proposed conceptual framework, consideration of issues in special education, a suggested classification for the handicapped, and a compendium and comments comprise the concluding chapters. (RJ)

ABSTRACT 21408

EC 02 1408 ED N.A.
Publ. Date Dec 69 5p.
Bevans, Judith

The Exceptional Child and ORFF.
EDRS not available
Education of the Visually Handicapped; V1 N4 P116-20 Dec 1969
Reprinted From Music Educators Journal, March 1969.

Descriptors: exceptional child education; music education; multiply handicapped; visually handicapped; mentally handicapped; teaching methods; Orff Method

A music program for the multiply handicapped blind developed by Carl Orff is described. Flexibility, which offers opportunity for maximum participation and creative contributions is cited as the value of the program. Suggestions are made concerning musical instruments, singing, song development, and movement and dance. (RJ)

ABSTRACT 21414

EC 02 1414 ED N.A.
Publ. Date Dec 69 6p.
McDade, Paul R.
The Importance of Motor Development and Mobility Skills for the Institutionalized Blind Mentally Retarded.
EDRS not available
New Outlook for the Blind; V63 N10 P312-7 Dec 1969

Descriptors: exceptional child education; multiply handicapped; visually handicapped mobility; visually handicapped; mentally handicapped; institutionalized (persons); participant characteristics; travel training

To determine if institutionalized blind mentally handicapped patients could learn through a systematic orientation and mobility program, to discover to what extent, and to determine the best methods to be used, 33 individuals were enrolled in a program. Upon assessment, the conclusions were that between 20% and 40% of the mentally handicapped blind could profit from such a program; most aspects of training are valid for retarded or nonretarded subjects; basically the level of presentation and time required are the differences for training blind retarded; orientation and mobility training is important but should only be considered a part of rehabilitation training; training aids need to be further refined; and orientation and mobility training should be a part of the curriculum in every institution that houses blind mentally handicapped patients. (JM)

ABSTRACT 21416

EC 02 1416 ED N.A.
Publ. Date Dec 69 4p.
McClennen, Sandra
Teaching Techniques for Institutionalized Blind Retarded Children.
EDRS not available
New Outlook for the Blind; V63 N10 P322-5 Dec 1969

Descriptors: exceptional child education; multiply handicapped; teaching methods; institutionalized (persons); mentally handicapped; visually handicapped; residential schools; attendants; reinforcement

The programs for blind retarded patients at the Plymouth State Home and Training Hospital in Michigan are described. The programs are divided in four subgroups by age and ability, emphasize language and speech, use the token system of motivation, and stress the learning of socially acceptable behavior. The staff and attendants work closely together, and individual realistic goals are set. (JM)

ABSTRACT 21614

EC 02 1614 ED N.A.
Publ. Date Jan 70 4p.
Marshall, Nancy R.; Goldstein, Steven G.
Effects of Three Consultation Procedures on Maternal Understanding of Diagnostic Information.
EDRS not available
American Journal of Mental Deficiency; V74 N4 P479-82 Jan 1970

Descriptors: exceptional child research; multiply handicapped; consultation programs; parent counseling; speech handicapped; mentally handicapped; parent child relationship; clinical diagnosis; evaluation techniques

Three diagnostic procedures (routine, video replay and audio replay) were completed with 45 mothers each of speech-handicapped mentally retarded children and speech-handicapped children of normal intelligence to determine gains in the information which had been presented during the diagnostic consulation. Pre- and postconsultation Communication Behavior Scales and Communication Profiles on the children were obtained from the mothers by speech pathologists. Consistent differences were found between mothers of mentally retarded and normal children. Mechanical reproduction of the diagnostic consultation appeared to facilitate mother's understanding of the problem. Apparent extensions to an information processing theory are discussed. (Author)

ABSTRACT 21765

EC 02 1765 ED 035 144
Publ. Date Apr 69 133p.
Rigby, Mary E.; Woodcock, Charles C.
Development of a Residential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children, Volume I. Final Report.
Oregon State School for the Blind, Salem
Office of Education (DHEW), Washington, D. C., Bureau of Education
EDRS mf,hc
OEG-32-47-0000-1007
BR-5-0400

Descriptors: exceptional child education; visually handicapped; multiply handicapped; residential programs; program evaluation; residential schools; interpersonal competence; social adjustment; physical activities; sensory experience; teaching methods; learning activities; records (forms)

To design a residential school program for multiply handicapped blind children and to develop identifying procedures for prospects for this type of program, 15 children (ages 5 to 13, legally blind, educationally retarded, multiply handicapped) of both sexes were enrolled in a 12 month program. The curriculum was based on a systematic presentation of real experiences to build concepts, continual participation in physical activity, on sensory stimulation and the encouragement of social interaction, and on an adaptation of the Montessori method. The children were evaluated at the beginning and end of the program by a multidisciplinary team. The results indicated that all children except one made some improvement with the younger children showing most progress. Self care skills and social skills were improved. Findings also suggested that a group of five would be the ideal size, grouping should be according to functional ability, parental visits and vacations are beneficial, records must be kept and consultants available for individual evaluations, personnel must be well trained and screened, and further study is needed in like programs. Case studies are presented in two volumes, EC 004 819. (Author/JM)

ABSTRACT 21766

EC 02 1766 ED 035 145
Publ. Date Apr 69 573p.
Rigby, Mary E.; Woodcock, Charles C.
Development of a Residential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children, Volumes II and III. Final Report.
Oregon State School for the Blind, Salem
Office of Education (DHEW), Washington, D. C., Bureau of Education
EDRS mf,hc
OEG-32-47-0000-1007
BR-5-0400

Descriptors: exceptional child research; case studies (education); visually handicapped; multiply handicapped; achievement; hygiene; individual development; medical case histories; eating habits; physical development; adjustment (to environment); psychological evaluation; psychomotor skills; student placement; performance

A continuation of a report (EC 004 818) presents appended case studies of 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information on developmental history, medical data, personal hygiene, eating habits, physical development, psychological adjustment, object recognition, classroom performance, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (JM)

ABSTRACT 22654

EC 02 2654 ED N.A.
Publ. Date Jul 70 5p.
Lennan, Robert K.
Report on a Program for Emotionally Disturbed Deaf Boys.
EDRS not available

American Annals of the Deaf; V115 N4 P469-73 Jul 1970

Descriptors: exceptional child research; multiply handicapped; program evaluation; emotionally disturbed; aurally handicapped; program descriptions; behavior change; intervention

To determine the effectiveness of behavior modification techniques on the behavior of emotionally disturbed, deaf boys, 16 boys (between ages 7 and 12, IQ of 85 or slightly above) were enrolled in a 2 year program. Techniques used included positive reinforcement, gradual reward deferment, checkcards, interventions, dormitory checkcards, and a small (one to four) staff-student ratio. Seven of the subjects reportedly made satisfactory adjustments into the regular classroom and the others will be included in a further program. The conclusion is that behavior modification techniques can be useful in the education of the emotionally disturbed, deaf child. (JM)

ABSTRACT 22907

EC 02 2907 ED 040 559
Publ. Date Apr 69 43p.
Policies and Procedures: Centers and Services for Deaf-Blind Children.
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; program proposals; educational legislation; services; supplementary educational centers; agencies; organization; program development; Public Law 90-247; Elementary and Secondary Education Act Title VI

Provisions for the establishment of centers and services for deaf-blind children under the Elementary and Secondary Education Act Title VI, Part C are described. Explained are criteria for agency eligibility, coordination among agencies, services provided by a comprehensive center, and activities authorized by the Act. Also discussed are developmental and operational projects, submission of proposals, the form of proposal information, and review and approval procedures. Information is also included on various regulations, grant terms and conditions, and special provisions of the Act. (JM)

ABSTRACT 22977

EC 02 2977 ED N.A.
Publ. Date Sum 70 9p.
Vernon, McCay
Clinical Phenomenon of Cerebral Palsy and Deafness.
EDRS not available
Exceptional Children; V36 N10 P743-51 Sum 1970

Descriptors: exceptional child research; aurally handicapped; cerebral palsy; etiology; clinical diagnosis; multiply handicapped

The clinical phenomenon of deafness and cerebral palsy is investigated based on a study of 69 cases, intelligence, psychological adjustment, educational achievement, communication skills, physical disabilities, audiometric patterns, etiological factors, and prevalence are reported. From this information, steps for prevention and habilitation are developed. The future epidemiology of the condition is projected based on an integration of the research findings and on current medical advances in the treatment and prevention of complications of Rh factor, rubella, and meningitis. (Author)

ABSTRACT 23530

EC 02 3530 ED N.A.
Publ. Date May 70 6p.
Hegrenes, Jack R. and Others
Treatment as an Extension of Diagnostic Function: A Case Study.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N2 P182-7 May 1970

Descriptors: exceptional child services; multiply handicapped; diagnostic teaching; case records; speech handicapped; communication skills; aurally handicapped; speech therapy

A case study is presented which demonstrates the use of diagnostic procedures as treatment to remedy obscuring conditions. The case was an 8 year, 5 month old boy with multiple problems of a complete unilateral cleft of the lip and palate, suspected hearing loss, moderate mental retardation, severe delayed expressive speech, and a severe behavior disorder. The family was assigned to a social work clinician and behavior modification was selected as treatment for the boy. The behavior, speech, and casework therapy techniques are described. The outcome showed that the child's inappropriate behavior appeared extinguished in 22 behavioral and speech therapy clinic sessions and 12 family counseling sessions extending over a three month period. He was then found to have a moderate hearing loss requiring amplification, and the Leiter International Performance Scale showed him to have an IQ of 90. He is now in a public school for hearing-handicapped children. (GD)

ABSTRACT 30025

EC 03 0025 ED 043 151
Publ. Date Jan 69 110p.
Curtis, W. Scott; Donlon, Edward T.
An Analysis of Evaluation Procedures, Disability Types, and Recommended Treatments for 100 Deaf-Blind Children.
Syracuse University, New York, Division of Special Education and Rehabilitation
Social and Rehabilitation Service (DHEW), Washington, D. C., Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; deaf blind; clinical diagnosis; classification; taxonomy; multiply handicapped; vocabulary; language classification; evaluation methods

Descriptions by various professionals of 70 multiply handicapped deaf-blind children evaluated at the Syracuse University Center for the Development of Blind Children were examined for terminology used to describe the child and his life situation. Purposes were to develop some epidemiological characteristics of the multiply handicapped, deaf-blind population; identify terminology; classify terminology used by profession of examiner and by categories of diagnostic import (e.g., social-emotional, physical-medical, communicative); and develop suggestions and implications for utilization of this data to improve the evaluation process and communication of evaluation results. Inspection of terms in six professional reports on each child showed 1,646 terms, and no term occurred over four times. A general plan for the use of a formalized video-tape protocol for communication between agencies and as a means of standardizing observation procedure was evolved. It is suggested that the value of professional terminology be examined both in client contact and in student training. The above project initiated research and training proposals based on the above findings. Appendixes include statistical reports from the American Association for the Blind, terms used in initial and final analyses, and recommendations listed in report summaries. (KW)

ABSTRACT 30421

EC 03 0421 ED 043 985
Publ. Date 68 93p.
Abel, Georgie Lee and Others
The Counseling Process and the Teacher of Children with Multiple Handicaps.
San Francisco State College, California
EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; visually handicapped; counseling; teacher role; counselor role; case studies; conference reports

The focus of the institute on the counseling process and teachers of multiply handicapped children was on children with at least one sensory, emotional, or physical impairment in addition to a visual handicap. The roles of the specialist and the teacher in the counseling process and the determination of the best educational placement for the child were considered. The multi-disciplinary approach to children with multiple handicaps was urged. Six case studies are presented for study, and observations and implications based on the case studies are noted. A summary and recommendations for further study and follow-up are included. (KW)

ABSTRACT 30476

EC 03 0476 ED N.A.
Publ. Date Oct 70 3p.
Cleland, Charles C.; Swartz, Jon D.
Training Activities for the Mentally Retarded Blind.
EDRS not available
Education of the Visually Handicapped; V2 N3 P73-5 Oct 1970

Descriptors: exceptional child education; multiply handicapped; recreational activities; mentally handicapped; blind; games; enrichment

Selected training activities for the mentally retarded blind are described including the sport of fishing, games involving the sense of smell, and emotional experiences of simulation to evoke sensations of awe and grandeur. (RD)

ABSTRACT 30477

EC 03 0477 ED N.A.
Publ. Date Oct 70 4p.
Tuttle, Dean W.
Shifting Gears for Multi-Handicapped Blind Children.
EDRS not available
Education of the Visually Handicapped; V2 N3 P76-9 Oct 1970

Descriptors: exceptional child education; multiply handicapped; blind; educational objectives; educational needs; program planning; curriculum development

Concerning the education of the multihandicapped blind child, the following considerations are noted: the development of personal relationships, the awareness of individual differences, positive reinforcement of desired behavior, and utilization of community resources in the classroom. Emphases on programming for multihandicapped blind children include focusing on the horizontal aspects of curriculum, balancing the program, planning and clarifying objectives, and innovative evaluation of results. Additional aspects stressed are the totality of the child's experiences, realistic expectations, sharing and exchanging ideas, the uniqueness of each child, activity learning, long range commitments and goals, and research. (RD)

ABSTRACT 30481

EC 03 0481 ED N.A.
Publ. Date Oct 70 2p.
Bowling, Wallace Lee
The Introduction of Signs and Fingerspelling to a Deaf-Blind Child.
EDRS not available
Education of the Visually Handicapped; V2 N3 P89-90 Oct 1970

Descriptors: exceptional child education; deaf blind; manual communication; finger spelling; sign language

The treatment and progress of a ten year old deaf blind girl are reported. Instruction in manual signs and finger spelling is briefly described. (RD)

ABSTRACT 30625

EC 03 0625 ED 044 862
Publ. Date 70 33p.
Hammer, Edwin K.
Area Centers for Services to Deaf-Blind Children in Arkansas, Louisiana, Oklahoma, and Texas. Final Report: Planning Year.
Callier Hearing and Speech Center, Dallas, Texas
EDRS mf,hc
OEG-0-9-536003-4093(609)

Descriptors: exceptional child research; deaf blind; state surveys; statistical data; incidence; regional programs; interagency cooperation; education service centers; program descriptions; models; Arkansas; Louisiana; Oklahoma; Texas; Area Centers for Services to Deaf Blind Children

To assess the educational needs within the region, a survey of deaf-blind individuals was conducted in 1969 involving 279 teachers, 85 United Fund agencies, 12 caseworkers, 20 education service centers, and ten parents. The survey resulted in the identification of 454 deaf blind children and adults in Arkansas, Louisiana, Oklahoma, and Texas. The project report also included a discussion of parent services, professional development, prototype models of services (medical, interagency, itinerant teacher, communications, residential, diagnostic, evaluative, and public school day programs), and recommendations for improved services. Tables provide incidence figures and distribution data on deaf blind children in the region, and appendixes contain information regarding the advisory committees, related references, workshop activities, and equipment (RD)

ABSTRACT 30855

EC 03 0855 ED N.A.
Publ. Date Dec 70 2p.
Love, Nash W., Jr.
The Relative Occurrence of Secondary Disabilities in Children with Cerebral Palsy and Other Primary Physical Handicaps.
EDRS not available
Exceptional Children; V37 N4 P301-2 Dec 1970

Descriptors: exceptional child research; physically handicapped; multiply handicapped; cerebral palsy; incidence

Sixty-one elementary school children (ages 6-12) with a primary diagnosis of physically handicapped were evaluated to determine the presence of secondary disabilities. Of the total group, 84% had such disabilities. Of the 36 cerebral palsied children, 92% had secondary disabilities compared to 74% of the other 25. The cerebral palsied children had significantly more mental retardation and speech disabilities. The importance to educators of these multiple disabilities is noted. (RJ)

ABSTRACT 30880

EC 03 0880 ED N.A.
Publ. Date Dec 70 3p.
Wiehn, Virginia
An Early Childhood Education Program for Deaf-Blind Children.
EDRS not available
New Outlook for the Blind; V64 N10 P313-6 Dec 1970

Descriptors: early childhood education; deaf blind; summer programs; multiply handicapped; parent role; family role

Services provided to preschool deaf-blind children by a school for the blind are described. Institutes attended by parents and children, home visits to local families by the school staff, and 1-week summer residential programs for entire families are discussed with the activities provided. The overall evaluation of these projects is indicated as very favorable. (RJ)

ABSTRACT 31491

EC 03 1491 ED N.A.
Publ. Date Jan 71 11p.
Zausmer, Elizabeth
Congenital Rubella: Pathogenesis of Motor Deficits.
EDRS not available
Pediatrics; V47 N1 P16-26 Jan 1971

Descriptors: exceptional child research; multiply handicapped; rubella; motor development; prenatal influences; pregnancy; perceptual motor coordination; age differences; infectious diseases

Study of the motor behavior of 43 children, ages 3-4 1/2 years, with major hearing loss and a history of maternal rubella revealed a relation between the character and degree of their motor deficits and the maternal gestational age at which the infection had occurred. It appeared that infection during the first 4 gestational weeks results in the greatest multiple handicaps for rubella children, and that the most serious motor deficits are associated with this period of pregnancy. It was also found that locomotor activities that require the maintenance of upright posture and equilibrium are most frequently, though not seriously, affected if the rubella infection occurs between the 5th and the 8th week of gestation; the risk of motor deficits is considerably reduced if infection occurs after the 8th week of pregnancy. The result of the study supports the hypothesis that motor deficits in children with congenital rubella can be attributed to damage at specific stages of embryologic development, when the structures that will be involved in a particular motor activity are in the most crucial stage of organization and differentiation. (Author)

ABSTRACT 31744

EC 03 1744 ED 047 475
Publ. Date 69 124p.
Vernon, McCay
Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations.
EDRS not available
Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($5.25 HC, $3.75 PB).

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; etiology; incidence; psychological evaluation; educational diagnosis; medical evaluation; rubella; Rh factors; premature infants; heredity; meningitis

An extensive survey of the literature examines five major etiologies--prenatal rubella, premature birth, complications of Rh factor, meningitis, and genetics--in terms of their relevance to deafness and other disabilities. Following this survey, results of a study of 1,468 deaf children to determine causes of secondary handicaps in deaf children and to describe the nature of these handicaps are reported. Intensively studied were those deafened

by maternal rubella (141), meningitis (137), prematurity (257), erythroblastosis fetalis caused by Rh factor complications (45), and heredity (79). Independent variables were these five etiologies. Dependent variables measured were intelligence, educational achievement, psychological adjustment, behavioral evidence of brain damage, communication skills, hearing loss, and physical anomalies. Data are analyzed for each of the dependent variables, and for prevalency of etiologies and of multiple handicaps. Findings for each of the five etiological groups are then presented. General conclusions were that much behavioral variance among deaf children is not due to their hearing loss, but can be ascribed to brain damage resulting from the same cause as the deafness. This variance was in areas critical to academic learning, psychological adjustment, and physical health. (KW)

ABSTRACT 31785

EC 03 1785 ED 048 681
Publ. Date 70 75p.
The Challenge of Educating the Pre-School Blind Child with Multiple Handicaps.
New York State Education Department, Albany, Bureau For Physically Handicapped Children
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
Proceedings of the Special Study Institute (Albany, New York, April 27-29, 1970).

Descriptors: exceptional child education; multiply handicapped; preschool education; conference reports; visually handicapped; early childhood

Proceedings from a Special Studies Institute on the Challenge of Educating the Preschool Blind Child with Multiple Handicaps (New York, April 27-29, 1970) are compiled. Papers and panel discussion topics include the challenge of educating the multiply handicapped child with sensory defects; the physician's contribution in diagnosis, treatment and consultation; adapting professional knowledge and skill to service; educational techniques; problems of multiply handicapped children in rural areas; and the impact of Federal legislation on the education of the handicapped. (CD)

ABSTRACT 31953

EC 03 1953 ED N.A.
Publ. Date Mar 71 4p.
Guldager, Lars
Progress in Education for Deaf-Blind Children.
EDRS not available
Education of the Visually Handicapped; V3 N1 P18-21 Mar 1971

Descriptors: exceptional child services; deaf blind; childhood needs; counseling centers; legislation; services

Progress in the education for deaf blind children is described. Development of comprehensive regional centers to provide consultative and diagnostic services, training of personnel, and research and dissemination of information is discussed and the geographic areas served are listed. To define the need for services, the author has divided the children into groups by age and has considered each group according to its needs and services provided. (CD)

ABSTRACT 31956

EC 03 1956 ED N.A.
Publ. Date Mar 71 4p.
Curren, Elizabeth A.
Teaching Water Safety Skills to Blind Multi-Handicapped Children.
EDRS not available
Education of the Visually Handicapped; V3 N1 P29-32 Mar 1971

Descriptors: exceptional child education; multiply handicapped; swimming; visually handicapped; program descriptions

A swimming program for multiply handicapped blind children is detailed. The stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment, and problems dealing with physical limitations are cited. Results of the program were positive, with 75% of the 13 children swimming without any support in deep water and 100% of the eight transitional children swimming without support. (CD)

ABSTRACT 32225

EC 03 2225 ED 050 511
Publ. Date Mar 71 316p.
The Needs of the Deaf and Hearing Impaired: The Fourth Annual Report on the Findings and Recommendations Concerning the Needs, Services and Programs to Aid the Deaf and Hearing Impaired of New York State.
Temporary State Commission to Study and Investigate The Problems of the Deaf, Albany, New York
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; annual reports; state legislation; state programs; hearing aids; mentally handicapped; certification; professional personnel; New York

The fourth annual report on problems of the deaf concentrates in the area of the mentally retarded deaf. Proposed legislation for 1971 is first presented for hearing aids, audiologists and speech pathologists, pre-nursery school education, and a permanent state commission for the deaf. A survey and proposal for the retarded deaf are described as is the status of the multiply handicapped deaf compiled from a survey of schools and classes in the state. Also discussed are care for the aged deaf and recommendations of the commission. Eleven appendixes including state acts, exhibits, and proceedings comprise the bulk of the document. (RJ)

ABSTRACT 32378

EC 03 2378 ED 050 535
Publ. Date 71 143p.
Schattner, Regina
An Early Childhood Curriculum for Multiply Handicapped Children.
EDRS not available
John Day Company, 257 Park Avenue South, New York, New York 10010.

Descriptors: exceptional child education; multiply handicapped; early childhood education; curriculum design; program descriptions; class activities; instructional materials; teaching methods

The guide for understanding the multidimensional educational problems of multiply handicapped children and for developing an appropriate curriculum and setting is addressed to teachers. Methods, materials, and a curriculum for working with young (ages 4-9 years) multiply handicapped children are presented. The program includes an enriched language program to prepare the children who will go on to academic learning in a school setting. The curriculum can be adapted for children with motor and sensory defects, mental retardation, or emotional disturbance. Discussed are the identification and early years of the multiply handicapped; the ideal physical plant and special education classroom; the professional staff and teacher-parent cooperation; and an educational program which is a compilation of techniques used with multiply handicapped children (blind-cerebral palsied, mentally retarded-emotionally disturbed) in two different schools. Ages and grouping, physical development, play, creative activities, language development, introduction of tool subjects, and arithmetic are covered, with appropriate activities and materials indicated. The partially sighted child and the blind child are treated in two separate chapters. (KW)

ABSTRACT 32615

EC 03 2615 ED 051 615
Publ. Date 71 84p.
Hatlen, Philip
Proceedings of a Special Study Institute: Conference for Teachers of Deaf-Blind Children (Berkeley, California, June 22-24, 1970).
Southwestern Region Deaf-Blind Center, Sacramento, California
California State Department of Education, Sacramento, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; educational diagnosis; child development; conference reports

The proceedings from the special study institute for teachers of deaf-blind children contain seven conference papers. Topics covered include early child growth and development, aspects of the diagnosis and evaluation of deaf-blind children, normal language development, and stimulating the hearing, vision, and motor development of deaf-blind children. In addition, comments concerning implications for future planning and summarizing the Institute discussions are included, as are lists of both Institute speakers and participants. The Conference for Teachers of Deaf-Blind Chil-

dren was sponsored by the Southwestern Region Deaf-Blind Center and held at Berkeley, California, June 22-24, 1970. (KW)

ABSTRACT 32860

EC 03 2860 ED 052 402
Publ. Date Apr 71 106p.
Exceptional Children Conference Papers: Deaf-Blind, Language, and Behavior Problems.
Council for Exceptional Children, Reston, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; deaf blind; language handicapped; aurally handicapped; language programs; multiply handicapped; program descriptions; early childhood education; parents; conference reports; Illinois

Five of the nine papers in the compilation concern aurally handicapped and deaf-blind children. Described are a home training and nursery program in a public school setting for hearing impaired children aged 18 months to 4 1/2 years, problems and progress in the Illinois state plan for hearing impaired children, and new trends in deaf-blind education, particularly area centers for serving the deaf-blind. Parents of deaf-blind children and several avenues for productive study in the evaluation and education of deaf-blind children are also discussed. The remaining four papers treat language and behavior problems. Two focus upon characteristics and management of elective mutism in children, and the efficacy of operant conditioning in affecting the verbal behavior of young children with severe language disabilities. The other two describe a preventive approach to speech and language delay used with socioeconomically disadvantaged preschool children (a high-risk population), and a cooperative summer language and behavioral program entitled Repleb (Reinforcing Purposeful Language and Behavior) for 5 to 8-year-old mentally retarded children. (For other CEC convention papers, see EC 032 854-EC 032 859, EC 032 861.) (KW)

ABSTRACT 32882

EC 03 2882 ED 053 504
Publ. Date 70 85p.
Hammer, Edwina, K., Ed.
Behavior Modification Programs for Deaf-Blind Children. Proceedings of a Workshop Held July 13-14 1970 (Pineville, Louisiana).
Callier Hearing and Speech Center, Dallas, Texas
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; deaf blind; conference reports; behavior change; multiply handicapped; workshops

Proceedings of a workshop (Pineville, Louisiana, July 13-14, 1970) on behavior modification programs for deaf-blind children are presented. James Lent discusses the principles of behavior modification and the habilitation of deaf blind children while Pat Aycock utilizes case histories to consider shaping behavior of multiply handicapped crib patients. The effectiveness of using light as a motivator and reinforcer is mentioned by Mrs. Aycock. Dr. Thomas looks at certain behavior that can be altered by medical intervention. Dr. Dayan discusses some of the administrative roadblocks encountered when trying to initiate a program for deaf-blind children. Throughout the proceedings, the need to call upon diverse resources to bring efficiency to the education of the children is stressed. Jack English summarizes the participants' presentations and draws lines through points brought up by more than one speaker, such as the problem of hesitancy among professionals and others to attempt to work with the children. (CD)

ABSTRACT 32886

EC 03 2886 ED 053 508
Publ. Date Feb 71 97p.
Darnell, William T.
Comprehensive Programming for the Deaf-Retarded Within New York State: A Survey and Proposal.
National Technical Institute for the Deaf, Rochester, New York
New York State Temporary Commission to Study Problems of the Deaf, Albany
EDRS mf,hc

Descriptors: exceptional child education; program proposals; multiply handicapped; educational needs; incidence; aurally handicapped; mentally handicapped; institutionalized (persons); residential programs; state surveys; New York

The incidence of retardation and of hearing loss among the retarded is considered and the problem posed by the aurally handicapped who may be misdiagnosed as retarded is examined. The historical background of past and existing education for the retarded deaf is presented. A study was begun in early 1970 which concerned services for and incidence of deaf retardates among the state's estimated 29,000 institutionalized retarded. Based on samples of educable and trainable persons aged 6 to 30 in two state schools, what was felt to be a minimum percent of .07 was determined to be the number who had hearing losses. No existing programs within schools for the retarded or for the deaf were adquately serving these people. These findings provided the rationale and need for the tentative proposal for a New York State Program which is described and includes site of the program facility, classes, living arrangements, vocational training and placement, and evaluation. Records, forms, and tables are appended. (RJ)

ABSTRACT 32891

EC 03 2891 ED 053 512
Publ. Date 71 60p.
Power, Desmond J.; Quigley, Stephen P.
Problems and Programs in the Education of Multiply Disabled Deaf Children.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; aurally handicapped; incidence; educational programs; teacher education; evaluation

The multiple disabilities, both remediable and adjustable, which may be associated with deafness are defined and comments are offered on the trend away from the medical model. Incidence figures for the various disabilities are given, and the problems of diagnosis and ascertainment of the educational needs of each individual are considered. Current programs for the multiply handicapped deaf are discussed in terms of preschool, school, and post-school programs and recommendations are made in regard to teachers, ancillary personnel, and prevention. (RJ)

ABSTRACT 33054

EC 03 3054 ED N.A.
Publ. Date Aug 71 20p.
Esche, Jeanne; Griffin, Carol
A Handbook for Parents of Deaf-Blind Children.
EDRS not available
Rehabilitation Teacher; V3 N8 P3-22 Aug 1971

Descriptors: exceptional child education; multiply handicapped; deaf blind; infancy; preschool children; child rearing; child development; guidelines; parent education

The practical, nontechnical handbook for parents of deaf-blind children focuses on helping the child develop and prepare for school. Parents are encouraged to pay much attention to the child, not to compare their child's progress with that of other deaf-blind children, not to punish the child for mannerisms, to help the child discover his surroundings, to help the child sit up and walk, to establish a definite 24-hour routine, to acquaint the child with water, to introduce solid foods early, to familiarize the child with his clothes, to confine all toilet training to the bathroom, to discipline the deaf-blind child the same as normal children in the family, to expose the child to as much vibration and sound as possible, to introduce many new toys to the child, to keep visual and hearing aids on the child, to keep the aids clean and in repair, and to let the entire family help the child. (CB)

ABSTRACT 40051

EC 04 0051 ED N.A.
Publ. Date Oct 71 4p.
Leach, Fay
Out of the Classroom: Multiply Handicapped Visually Impaired Children: Instructional Materials Needs.

EDRS not available
Exceptional Children; V38 N2 P153-6 Oct 1971

Descriptors: exceptional child research; multiply handicapped; visually handicapped; instructional materials; educational needs; surveys; motor development; sensory training; cognitive development; daily living skills

A survey of instructional materials needs of multiply handicapped visually impaired (MHVI) children was conducted. Results were based on data describing 3,443 MHVI children in 159 organizations. Key characteristics of MHVI children were summarized. Following was the respondent ranking of seven areas, in order of descending importance, according to the need for instructional materials, communication skills, self concept formation, sensory development, motor skills, cognitive processes, self care and daily living skills, and mobility and premobility skills. Also listed were suggestions of the most beneficial materials for each of the instructional areas, suggested characteristics of needed materials, and suggestions of instructional materials which need to be developed. (CB)

ABSTRACT 40155

EC 04 0155 ED 055 391
Publ. Date 71 56p.
Steele, Nancy W.
The Special Purpose Preschool for Children with Multiple Disabilities.
Texas University, Austin, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-9-531306-(031)

Descriptors: exceptional child education; multiply handicapped; early childhood education; educational programs; educational planning; program design; program planning

The discussion of early childhood education for multiply handicapped preschoolers is intended for teachers and concerns certain aspects of educational practice basic to an effective and efficient preschool program and what teachers can do in planning to meet the needs of such children. Broad goals of a preschool program for the multiply handicapped are outlined and an organizational pattern for the program (i.e., scheduling of activities) suggested. Suggestions are also made concerning the planning of activities for both large and small groups. Discussion of individualized teaching focuses upon the determination of behavioral objectives, while discussion of parent involvement suggests ways for planning and initiating programs for parents. Covered are parent visits to school, conferences, progress reports, and parent groups. Attention is also given to the use of consultants, particularly for medical, psychological, and educational consultation, and to the role of research and relationship of researchers to practitioners. (KW)

ABSTRACT 40366

EC 04 0366 ED N.A.
Publ. Date 71 178p.
Chess, Stella and Others
Psychiatric Disorders of Children with Congenital Rubella.
EDRS not available
Brunner-/Mazel, Inc., 64 University Place, New York, New York 10003 ($7.50).

Descriptors: exceptional child research; multiply handicapped; rubella; emotionally disturbed; behavior problems; incidence; psychological characteristics; early childhood; physical handicaps; intellectual development; autism; personality; family attitudes

Studied were the psychological and psychiatric consequences of congenital rubella in a group of 243 children between the ages of 2 1/2 and 4 years. Evaluated were both the children and their families with regard to specific aspects of their psychological functioning, with the goal of advising parents on ways of handling the children. Reported are results of investigations into the prevalence of psychiatric problems, the relationship of physical impairment to psychiatric status, the various areas of behavioral disturbance, intellectual development, levels of functioning in self care skills, behavior patterns of the rubella children who had neurological defects, prevalence of autistic behavior, temperamental attributes, and impact on the families in terms of understanding of child's difficulty, emotional impact of his presence, communication efforts, parental expectations, and life style changes. In general, the study revealed a definite correlation between number of physical defects and the presence of behavioral and psychiatric disorders. (KW)

ABSTRACT 40475

EC 04 0475 ED 056 435
Publ. Date 70 68p.
Experimental Classes for Multiply Handicapped Deaf Children (Summer, 1970).
Indiana School for the Deaf, Indianapolis;
Indiana State Department of Public Instruction, Indianapolis, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf; educable mentally handicapped; educational programs; aurally handicapped; mentally handicapped; demonstration projects; summer schools; educational objectives; program descriptions; social development; academic achievement; communication skills; elementary school students

Described is a 6 week summer school demonstration project for 25 multiply handicapped deaf and educable mentally retarded children, aged 8 to 12 years old. The overall purpose is said to be development of knowledge for establishing ongoing programs for multiply handicapped deaf children in local communities or within existing framework of the Indiana School for the Deaf. Staffing includes five certified teachers of the deaf and three certified teachers of the mentally retarded. Recreational and dormitory personnel are also involved. Instructional grouping is shown to result in eight classes with homogeneous grouping. Program objectives are: development of socially accepted behavior, self care skills, and printing and writing; academic achievement in mathematics, reading, and language; speech and auditory training; communication skills development; motor development; and improvement of visual perception. A typical day is described. Instructional materials used in the program are explained to be either industrial made or workshop prepared. Teachers are said to have tried many educational techniques. Professional consultants include three clinical psychologists who observed and helped evaluate the children's performance. Parent participation is briefly noted. (CB)

ABSTRACT 40476

EC 04 0476 ED 056 436
Publ. Date 71 74p.
Experimental Classes for Multiply Handicapped Deaf Children (Summer, 1971).
Indiana School for the Deaf, Indianapolis;
Indiana State Department of Public Instruction, Indianapolis, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf; educable mentally handicapped; educational programs; aurally handicapped; mentally handicapped; summer schools; behavior change; academic achievement; social development; communication skills; program descriptions; elementary school students; educational objectives

Described is a 6 weeks summer school program for 23 multiply handicapped deaf and educable mentally retarded children, aged 6 1/2 to 13 years old. Specific educational objectives are: behavior change in social settings such as dormitory, school, and playground relations; behavior change in study habits; academic achievement in mathematics; motor development; language development; reading improvement; and communication skills development. The operational program is described to consist of academic, recreational, and dormitory programs. Types of materials employed by teachers certified in either deaf education or mentally handicapped education are said to be commercial or teacher prepared materials. Special experimental materials are the Project LIFE series and Liz Foster's Workbook. A clinical psychologist is explained to have served as a professional consultant and evaluator. Parent participation in the educational program is noted briefly. Appended are

explanation of specific educational techniques and teacher made materials, an inventory of materials used in the program, and the consulting psychologist's report. (CB)

ABSTRACT 40599

EC 04 0599 ED 056 454
Publ. Date 70 79p.
Donlon, Edward T.; Curtis, W. Scott
The Development and Evaluation of a Video-Tape Protocol for the Examination of Multihandicapped Deaf-Blind Children.
Syracuse University, New York, Center for the Development of Blind Children; Georgia University, Athens
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-9-422134-2764(032)

Descriptors: exceptional child education; multiply handicapped; deaf blind; video tape recordings; communication skills; program development; program evaluation; behavior patterns; statistical data; behavior rating scales

Due to the belief that written communication about a deaf blind child among professional examiners and treatment agencies can be more accurate and precise, the experimenters developed and evaluated a video tape protocol for the examination of the communication skills of 20 multiply handicapped deaf blind children, who ranged from 3 to 8 years in age. The video tape project stresses interaction of the experimenters with numerous professional consultants and judges experienced in management, education, examination, and evaluation of multiply handicapped children. Prototype development utilizes Behavior Stimulation Procedures (BSP) which consist of five 10-minute units: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. Ten consultant judges, using a prototype video tape procedure and behavior rating scale, which consists of the following eight behavior categories: auditory, visual, tactile, and gustatory-olfactory receptive behaviors; and object centered, people centered, tactile motor expressive, and oral expressive communication (see EC 040 600 for scale), evaluate each 10-minute segment of the 20 films, yielding 8000 discrete data items. Project evaluation indicates the films are successful. (CB)

ABSTRACT 40600

EC 04 0600 ED 056 455
Publ. Date 70 9p.
Curtis, W. Scott; Donlon, Edward T.
Video Tape Recording Evaluation Protocol Behavior Rating Form--Part I: Communication.
Syracuse University, New York, Center for the Development of Blind Children; Georgia University, Athens
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-9-422134-2764(032)

Descriptors: exceptional child education; multiply handicapped; deaf blind; behavior rating scales; communication skills; video tape recordings

Presented is the behavior rating scale designed for use with a video tape protocol for examination of multiply handicapped deaf blind children, whose development and evaluation are discussed in EC 040 599. The behavioral rating scale consists of five sections: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. The behavioral stimulation procedures for each section include brief explanation of that section's purpose, materials and setting, examiner's role, and time permitted for the section. Each of the five sections also involve rating the child's behavior in eight categories: auditory, visual, tactile, and gustatory-olfactory reception; object and people centered communication; and tactile-motor and oral expressive communication. Provision is also made for the teaching, research, and clinical use of the video tape recording under examination. (CB)

ABSTRACT 40663

EC 04 0663 ED N.A.
Publ. Date Dec 71 4p
Johnston, Benjamin C.
Total Life Rehabilitation for the Mentally Retarded Blind Person.
EDRS not available
New Outlook for the Blind; V65 N10 P331-3, 336 Dec 1971

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; vocational rehabilitation; program descriptions; vocational education

Described is a vocational rehabilitation program for mentally retarded blind persons that attempts to duplicate real life living and working situations. The program is designed for persons who are at least 16 years of age, who function on an intellectually or socially retarded level, and who need a vocational evaluation program. The program evaluates the blind retardate in five areas thought to approximate life situations for seeing persons: mobility, personal and social adjustment, residential living, prevocational skills, and vocational potential. The total life approach entails blind and sighted retardates living, working, and learning together. The flexible environment of the evaluation program is structured so that a trainee may progress from supervised residence to independent life in a simulated apartment, and from supervised work conditions to independent work situations. Placement of trainees in competitive employment and sheltered workshops suggests that the program is successful. (CB)

ABSTRACT 40717

EC 04 0717 ED N.A.
Publ. Date Jan 72 7p.
Calvert, Donald R. and Others
Experiences with Preschool Deaf-Blind Children.
EDRS not available
Exceptional Children; V38 N5 P415-21 Jan 1972

Descriptors: exceptional child education; multiply handicapped; deaf blind; early childhood education; program effectiveness; program descriptions; behavior change; operant conditioning; auditory tests

Described are the design and results of the program for preschool deaf-blind children at the San Francisco Hearing and Speech Center. Outlined are the beginnings of the pilot program in 1966 and the application of operant conditioning techniques with 20 deaf-blind children under the age of 6. Operant procedures were found to have limited value for testing and training the severely involved deaf-blind children; for children with good central nervous system organization, the procedures held more promise. Also described are the use of conditioned audiovisual response audiometry, which was found to be successful with most of the children tested, and the development of evaluation procedures, which included development of a behavioral profile. Conclusions reached after 4 years' work with preschool deaf-blind children include the conclusion that an organized training program at this level is beneficial and that such a program should emphasize total child development and parent support and counseling, rather than just communication skills. (KW)

ABSTRACT 40841

EC 04 0841 ED N.A.
Publ. Date Jan 72 6p.
Dolan, William S.
The First Ten Months of the Rubella Living-Unit.
EDRS not available
New Outlook for the Blind; V66 N1 P1-14 Jan 1972

Descriptors: exceptional child education; multiply handicapped; educational programs; rubella; program descriptions; deaf blind; mentally handicapped; preschool children; residential schools; case studies

The first 10 months of a residential school's educational program for preschool rubella children are described, followed by the case studies of the original six children in the program who are all multiply handicapped, deaf blind and mentally handicapped. The program's three stated objectives are improvement of the children's life style, helping the children achieve maximum potential development, and determining the most effective teaching methods for each child. Specific goals thought to contribute to the overall objectives are instruction in self care skills, exposure of the children to a variety of social experiences through frequent field trips,

improvement of the children's peer and adult relationships, and evaluation of each child's educational potential. The primary qualifications of the personnel are that they enjoy playing with young children and that they think the rubella children are capable of learning. Evaluation of the first 10 months of the program indicate that the children progressed beyond expectation. Case studies of the program's original six multiply handicapped children who ranged in age from 4 years 6 months to 6 years, reveal children who began the program with little or no knowledge of self care skills, mobility skills, communication skills, or social development. Some began the program under high medication. With time, love, and affection, each child is said to have improved in the program's three major objectives. (CB)

ABSTRACT 40893

EC 04 0893 ED 057 554
Publ. Date 71 98p.
Professional Preparation of Teachers of the Multiply Handicapped with Special Concern Directed Toward the Child with Both Auditory and Visual Impairments. Proceedings of the Special Study Institute (Pittsburgh, Pennsylvania, June 28-August 6, 1971).
Pittsburgh University, Pennsylvania, School of Education;
Pennsylvania State Department of Education, Harrisburg
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; institutes (training programs); self care skills; inservice teacher education; demonstration projects; program descriptions

The summary of the 6-week Special Study Institute, which provided professional preparation for teachers to work with children with both auditory and visual handicaps, reports selected examples of various aspects of the total program. As part of the Institute, a 4-week short-term educational program was provided to multiply handicapped children. The summary offers an overview of the activities of the Institute and a brief description of the children and their educational programs. Reviewed are the content of the instructional program for teachers, the educational and residential aspects of the demonstration program for the children, and the case histories of the 12 children involved. Appended is an extensive manual for the development of self-help skills in multiply handicapped children. (KW)

ABSTRACT 40911

EC 04 0911 ED N.A.
Publ. Date Feb 72 4p.
Stein, Laszlo K.; Green, Mary Briggs
Problems in Managing the Young Deaf Blind Child.
EDRS not available
Exceptional Children; V38 N6 P481-4 Feb 1972

Descriptors: exceptional child services; multiply handicapped; deaf blind; interdisciplinary approach; intervention; psychological services; medical treatment; preschool children

Defined are general concepts regarding the early management of deaf-blind children and the help that can be offered their parents through both psychoeducational and medical consultation and intervention. Discussion of problems focuses on four main areas: medical management, presenting problems, early psychoeducational management, and consideration of long term management. Common parental concerns and services which should be available in each area are outlined. Coordination of medical treatment and psychoeducational management in an early intervention program is advocated. (KW)

ABSTRACT 41009

EC 04 1009 ED N.A.
Publ. Date 71 80p.
Mortenson, Ramah
Leave the Light On For Kent.
EDRS not available
Exposition Press, Inc., 50 Jericho Turnpike, Jericho, New York 11753 ($3.50).

Descriptors: exceptional child education; multiply handicapped; cerebral palsy; mentally handicapped; custodial mentally handicapped; mothers; family role; parents

With warmth and candor, a mother recounts both her husband's and her emotions upon learning that their son Kent has cerebral palsy. She relates how the agony and despair of the harsh reality slowly and painfully turned into a feeling of great love and appreciation. Described are her suspicions that something was wrong with the child, the doctor's diagnosis, the painful and necessary physical therapy, emergency trips to the hospital for Kent's sudden convulsions, the additional handicap of severe mental retardation, the boy's extreme dependence on the family, the family role in the joy of Kent's learning any small task, Kent's loving brother and sister, and the family's resulting closer relationship to God and love. (CB)

ABSTRACT 41012

EC 04 1012 ED 058 687
Publ. Date 71 153p.
Ball, Thomas, Ed.
A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child.
Santa Cruz County Board of Education, California
California State Department of Education, Sacramento, Division of Special Education;
California University, Santa Cruz
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; multiply handicapped; curriculum guides; curriculum design; mentally handicapped; curriculum planning; California

The guide is intended for teachers of profoundly retarded and severely multiply handicapped children in California. It suggests relevant methodologies and media for such children as well as sample curricula for use in Development Centers for Handicapped Minors and state and private institutions. The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning. Major areas covered are ambulation, stimulation, communication, self help skills, imitation, and behavior problems (self destructive behavior, aggression, and blindism). Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan. A final section discusses theoretical considerations involved in a philosophy of curriculum planning for Development Centers. (KW)

ABSTRACT 41101

EC 04 1101 ED N.A.
Publ. Date Feb 72 3p.
Doctor, Powrie Vaux; Davis, Ferne E.
Educational Impact -- the 1964-65 Rubella Epidemic in the United States.
EDRS not available
American Annals of the Deaf; V117 N1 P11-3 Feb 1972

Descriptors: exceptional child education; multiply handicapped; rubella; educational needs; elementary school children

Briefly clarified is the 1964-65 rubella epidemic's impact on education in the United States. Multiple handicaps are said to be characteristic of congenital rubella, and the multiple handicaps in turn are found to impose severe restrictions on the rubella child's opportunities to learn. The 1964-65 rubella epidemic children are now entering the elementary school system. The author advocates that parents and siblings of a rubella child, along with the rubella child's teachers, receive special training so that they can best fulfill the rubella child's educational needs. (CB)

ABSTRACT 41297

EC 04 1297 ED N.A.
Publ. Date Feb 72 4p.
Bogdanoff, Bruce and Others
Brain and Eye Abnormalities; Possible Sequelae to Prenatal Use of Multiple Drugs Including LSD.
EDRS not available
American Journal of Diseases of Children; V123 N2 P145-8 Feb 1972

Descriptors: exceptional child research; multiply handicapped; medical case histories; prenatal influences; drug abuse; lysergic acid diethylamide; anomalies

An infant with multiple eye and central nervous system deformities was born to a 19-year-old mother who smoked marihuana and took multiple drugs, including lysergic acid diethylamide (LSD), throughout pregnancy. The baby made no developmental progress and required gavage feedings throughout life. A ventriculojugular shunt was inserted when

the infant was 4 months of age because of progressive hydrocephalus, and the infant died at 13 months of age. Multiple malformations of the cerebrum and cerebellum and aqueductal stenosis were found at cerebrum and cerebellum and aqueductal stenosis were found at autopsy. Ocular abnormalities similar to those induced in mice following LSD administration were present. (Author)

ABSTRACT 41319

EC 04 1319 ED N.A.
Publ. Date 71 275p.
Brill, Richard G.
Administrative and Professional Developments in the Education of the Deaf.
EDRS not available
Gallaudet College Press, Washington, D. C. 20002 ($7.50).

Descriptors: exceptional child education; aurally handicapped; administration; professional associations; accreditation (institutions); federal legislation; educational programs; state programs; teacher education; teacher certification; supervisors; administrator role; student evaluation; early childhood education; multiply handicapped; oral communication; manual communication; counselors; post secondary education

The administrative development of programs for the deaf is discussed in six areas: the educational handicap and deafness with a short history of special schools, administrative patterns of educational programs, professional organizations and professional journals concerned with the aurally handicapped, accreditation and self-evaluation of schools, federal legislation and education of the deaf, and a comprehensive educational program for a state. Aspects of personnel development covered are teacher preparation and certification, the preparation and functions of dormitory personnel, the position of supervising teacher and principal in a school for the deaf, and the development of administrative leadership. The evaluation of pupils, early childhood education for the deaf, post-secondary education, the multiply handicapped deaf child, and the dispute over oral and manual communication are examined. Appendixes and tables include incidence figures and evaluation information. (RJ)

ABSTRACT 41491

EC 04 1491 ED N.A.
Publ. Date Apr 72 2p.
Banham, Katharine
Activity Level of Retarded Cerebral Palsied Children.
EDRS not available
Exceptional Children; V38 N8 P641-2 Apr 1972

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; cerebral palsy; psychological characteristics; behavior rating scales; behavior patterns

An Activity Level Rating Scale for Infants and Preschool Children was developed to assist in the psychological assessment of cerebral palsied infants in a rehabilitation program. Repeated ratings at 6-month intervals were made by two psychologists on 56 retarded and 12 normally intelligent cerebral palsied children. General behavioral activity showed some stability for the retarded children after 30 months, but not before that age. Normally intelligent cerebral palsied children (both infants and preschool level) showed considerably more stability in total activity ratings, as did nonhandicapped children. Correlation between total activity score and Cattell IQ for the retarded infants under 30 months was &.62, while for those over 30 months r was &.57. No positive relationship between activity level and IQ or developmental quotient was noted for normally intelligent cerebral palsied or for nonhandicapped children. (Author/KW)

ABSTRACT 41647

EC 04 1647 ED 060 602
Publ. Date 67 130p.
Rosenstein, Joseph and Others
A Survey of Educational Programs for Deaf Children with Special Problems in Communication in New York State. Final Report.
New York State Education Department, Albany, Bureau for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; learning disabilities; educational programs; cognitive development

As the first step in curriculum development, 12 educational programs for young deaf children with learning disabilities and communication problems were studied in order to identify the atypical deaf child. Subjects were 193 children (age range 6 to 14 years) selected from 17 schools for the deaf in New York State. Data was obtained from school records, a battery of tests, teacher rating scales and check lists, and interviews with admissions personnel. General research findings on cognitive development were that 73% of the children had known exogenous causes for their handicap, that mental retardation was widespread in the sample, that the majority of subjects demonstrated severe to profound hearing impairments, that generalized perceptual and memory deficits existed in the sample, that substantial communication problems existed, that teacher ratings for more than half the sample revealed unsatisfactory emotional, social, and classroom adjustment, that use of instructional materials to improve perceptual and motor skills decreased after children were 10 years of age, and that forthe portion of students having nonverbal intelligence scores of 90 or above, performance on perceptual and memory tests was normal. (For related documents, see also EC 041 648-50.) (CB)

ABSTRACT 41648

EC 04 1648 ED 060 603
Publ. Date 69 142p.
Restaino, Lillian C. R.; Socher, Penny A.
Psycho-Educational Assessment of Young Deaf Children.
New York State Education Department, Albany, Division for Handicapped Children.
Bureau of Elementary and Secondary Education (DHEWOE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; learning disabilities; diagnostic tests; test construction; test evaluation

In order to determine the extent of deficiencies found in deaf children with learning disabilities so that appropriate remedial curriculum could be developd, a series of diagnostic tests designed to differentiate deaf children with learning disabilities from typical deaf children was constructed and evaluated. The tests developed were said to meet objectives of both the classroom teacher and the developmental psychologist. A test battery was devised for the 3 to 8-year-old range with modification in the selection procedure of the tests to account for developmental change. The CREED 3 test battery measured gross motor coordination, sensory motor behavior, visual analysis, attention and memory, and conceptualization. The population tested included 444 3 to 4-year-olds, 227 5 to 8-year-olds, and 289 7 to 8-year-olds, all of whom were deaf children in the New York State schools for the deaf. Results showed that the test battery differentiated successfully among those deaf children with and without learning disabilities. Significant differences in performance on subtests in all five areas were found for each of the three age groups. Evidence also suggested that the test battery described differences within the typical and special groups as a function of age. (For related documents, see also EC 041 647, EC 041 649-50.) (CB)

ABSTRACT 41649

EC 04 1649 ED 060 604
Publ. Date 71 48p.
Restaino, Lillian C. R. and Others
Curriculum Development for Young Deaf Children with Specific Learning Disabilities: Phase II.
State University of New York, Albany, Division for Handicapped Children;
New York State Education Department, Albany, Bureau For Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; learning disabilities; curriculum development; cognitive development; teacher role

Examined are the steps involved in developing a curriculum for young deaf children with specific learning disabilities; the curriculum is thought to reflectan educational and remedial model

based upon findings in previous studies in perceptual, cognitive, and educational psychology. The earlier studies are summarized briefly to explain the history and foundation for the CPSSD 5 curriculum. The primary goal of the overall project is stated to be development of cognitive processes in the child; the curriculum content is described as perceptual and cognitive. At each developmental level, the curriculum was subjected to evaluation by teachers and supervisors from 12 schools for the deaf in New York State. The curriculum focuses on five instructional areas of gross motor coordination, sensory motor integration, visual analysis, attention and memory, and conceptualization. Implementation of the curriculum, viewed as comprehensive and developmental, is based on paraprofessional involvement, continual program evaluation, and individualized instruction. Involvement of a representative group of supervisors and teachers in a series of ongoing seminars as part of the curriculum development was reviewed to highlight teacher role in each stage of the curriculum development. (See also ED 046 167 for Phase I; for related documents see also EC 041 647, 648, and 650.) (CB)

ABSTRACT 41650

EC 04 1650 ED 060 605
Publ. Date 71 419p.
Restaino, Lillian C. R. and Others
Curriculum for Young Deaf Children.
State University of New York, Albany, Division for Handicapped Children;
New York State Education Department, Albany, Bureau for Physically Handicapped
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; learning disabilities; curriculum; motor development; sensory integration; visual perception; memory; concept formation

Presented is a curriculum designed to provide the teacher of the young deaf child with learning disabilities with a description of developmental objectives and methods for fulfilling these objectives in the areas of gross motor development, sensory motor integration, visual analysis, attention and memory, and conceptualization. The objectives are based on assumptions such as, the deaf child with learning disabilities moves through stages of physical and cognitive development in the same sequence as normal children. Information in each of the five instructional areas consists of a sequence of broad instructional objectives and subordinate specific objectives defined in terms of the child's behavior, with activities and materials intended to help the child master the objectives included under the subordinate objective. The curriculum is arranged in an hierarchical manner, since the authors believe that the earliest levels of gross motor coordination need to be mastered before the finer skills of sensory motor integration can be performed successfully. Pictures and diagrams accompany the curriculum. (For related documents see also EC 041 647-9.) (CB)

ABSTRACT 41659

EC 04 1659 ED 061 660
Publ. Date (71) 35p.
Karnes, Merle
Staff Training in a University Setting (Emphasis on Parent Training).
Illinois University, Urbana, PEECH Project;
Texas University, Austin, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-4815(603)

Descriptors: exceptional child education; multiply handicapped; educable mentally handicapped; preschool children; staff role; mentally handicapped; educational programs; intervention

Presented is the script for a slide show on staff role and training, with emphasis on parent education, in an educational program for preschool children who are educable mentally handicapped and who have at least one other handicapping condition from the areas of hearing, vision, speech, orthopedic, or emotional disturbance. The main project objective is to provide intervention to help the children function more effectively in the home, in school, and in society. Representative slide commentaries discuss the organization of the precise early education of children with handicaps program, children's daily activities in small and large groups, participation by all members of the family, parent support and education, admission of child to program, parent role in learning activities in the home, family development, use of video and audio tapes to instruct the parents, home visits, and helping families with transportation and babysitting problems to encourage parent attendance at regular meetings. (CB)

ABSTRACT 41684

EC 04 1684 ED N.A.
Publ. Date Apr 72 3p.
Hall, Sylvia M.; Talkington, Larry W.
Trends in Programming for Deaf Mentally Retarded in Public Residential Facilities.
EDRS not available
Mental Retardation; V10 N2 P50-2 Apr 1972

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; aurally handicapped; residential programs; public facilities; national surveys

A postcard questionnaire was sent to 62 state public residential schools for the deaf and 169 public institutions for the mentally handicapped in order to ascertain the quantity and kind of residential programs available for the deaf mentally handicapped. Results indicated that a deaf mentally handicapped person, if placed in a public institution, had chances of 10 to one that he would be placed in an institution for the retarded, in which he had a 30% chance of finding a program for the deaf mentally handicapped. (CB)

ABSTRACT 41723

EC 04 1723 ED N.A.
Publ. Date Apr 72 5p.
Bolton, Brian
A Profile of the Multiply Handicapped Deaf Young Adult.
EDRS not available
Journal of Rehabilitation of the Deaf; V5 N4 P7-11 Apr 1972

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; individual characteristics; adolescents

The detailed profile of the multiply handicapped deaf adolescent is based on a sample from a rehabilitation center for multiply handicapped deaf persons and is divided into demographic, developmental, family, parental education, achievement, and vocational data categories. The descriptive statistics indicate that the multiply handcapped deaf person is characterized by severely limited communication skills, low academic achievement levels, emotional immaturity, secondary disabilities, and poor vocational preparation.

ABSTRACT 41823

EC 04 1823 ED N.A.
Publ. Date 72 2p.
Kovacs, Diane
Josh: The Lonely Search for Help.
EDRS not available
Exceptional Parent; V1 N6 P29-30 Apr/May 1972

Descriptors: exceptional child education; multiply handicapped; medical evaluation; family problems; parent child relationship

Described briefly is a mother's personal account of an anxious adoption of a 2-month-old child and the often fruitless search for medical evaluation of the child who was found to be brain damaged, retarded, and partially sighted. The mother describes her personal gratification toward a speech therapist who taught her son to speak, her relationship of overindulgence and overprotection of the child which she later learned to change, and the family problems resulting from the demands of a multiply handicapped son. (CB)

ABSTRACT 41830

EC 04 1830 ED N.A.
Publ. Date May 72 5p.
Rogow, Sally M.
Language Acquisition and the Blind Retarded Child.
EDRS not available
Education of the Visually Handicapped; V4 N2 P36-40 May 1972

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; language development; language ability

Language development for the blind retarded child residing in an institution or at home is said to be impaired if the child does not receive educational training, stimulation, and social experience. The means by which language becomes functional as a mode of communication is shown to be directly related to the extreme social isolation of the nonverbal blind child. In general, children are said to first learn language from hearing their parents talk. The author then relates his experience in studying the emerging speech patterns of a 9-year-old, nonverbal blind child, in which the author concludes that the child's limited language ability reflected her paucity of experience.

ABSTRACT 42192

EC 04 2192 ED N.A.
Publ. Date Jul 72 5p.
Zackai, Elaine H. and Others
Microcephaly, Mild Mental Retardation, Short Stature, and Skeletal Anomalies in Siblings.
EDRS not available
American Journal of Diseases of Children; V124 N1 P111-5 Jul 1972

Descriptors: research projects; multiply handicapped; mentally handicapped; physically handicapped; siblings; case studies

Two brothers, products of a consanguineous union, had microcephaly, mild mental retardation, short stature, cervical spine fusion anomalies, and abnormal shape of the thorax. There was association of skeletal anomalies and genetic microcephaly. (Author)

ABSTRACT 42297

EC 04 2297 ED N.A.
Publ. Date Jul 72 4p.
Schlesinger, Lawrence E.; Nhan, Nguyen
The Research Role in a Residential Treatment Center.
EDRS not available
Rehabilitation Literature; V33 N7 P194-7 Jul 1972

Descriptors: exceptional child research; epilepsy; residential programs; research needs; research methodology; multiply handicapped; special health problems; emotional problems

Summarized is the research role in a residential treatment center for epileptic children aged 7 to 16 years who also have emotional problems, personal adjustment problems, and possible learning problems. Major services provided are residential, diagnostic evaluation, and summer camp. The role of research in the program is explained to be that of using social research to improve social practice. Conducting basic studies, importing theory and research, and importing validated practice are discussed in relation to the research task designed to import new knowledge from outside the organization. Then concerning the exporting of research knowledge to other programs and institutions, action research, self-study process, and development efforts performed inside the organization are covered. The article concludes with brief commentary on evaluation criteria of the research unit. (CB)

ABSTRACT 42649

EC 04 2649 ED N.A.
Publ. Date Aug 72 6p.
Fitch, James L.
Treatment of a Case of Cerebral Palsy with Hearing Impairment.
EDRS not available
Journal of Speech and Hearing Disorders; V37 N3 P373-8 Aug 1972

Descriptors: exceptional child research; multiply handicapped; cerebral palsy; aurally handicapped; hearing therapy; mentally handicapped; hearing loss; clinical diagnosis; case studies

The case study of an 11-year-old girl with cerebral palsy, athetoid type, was reported. The girl had been diagnosed as severely mentally retarded, and placement in a residential institution with custodial care had been recommended. The girl was found to have extensive hearing impairment, with residual hearing in the low frequencies. Hearing testing was complicated by uncontrolled, extraneous movement. The loss was identified only after her understanding of nonverbal concepts was found to be well developed. A program of instruction was presented both orally and manually. In 8 months the girl had a manual vocabulary in excess of 500 words and was functioning in reading and arithmetic at a mid-first-grade level. Placement in a special class for the deaf followed. (Author)

ABSTRACT 42680

EC 04 2680 ED N.A.
Publ. Date Apr 72 233p.
An Educational Program for Multi-Handicapped Children.
Los Angeles County Superintendent of Schools, California
Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; educational programs; program descriptions; early childhood; educational objectives; lesson plans; guidelines; administrative organization; models

Described in depth is an educational program for multiply handicapped children aged 3 to 8 years as it is now operating and a model program which explains what a school district, county or other agency can do to develop and install a program for multiply handicapped children. Program description includes information on philosophy of program operation, statement of operational goals (which include professional decision making, staffing, specialists and consultants, and information exchange), diagnostic classroom, educational goals (which include socialization, daily living skills, motor development, perceptual abilities, and language development), profile scales, numerous practical guidelines for the teacher in a variety of learning experiences, program planning, use of media with handicapped children, materials and equipment, facilities, and organizational procedures. A majority of children in the program were diagnosed as products of a pregnancy complicated by maternal rubella. The program is thought to be generally successful. Description of program model consists of three sections on total educational program, personnel for implementing program, and contexts in which program is operated. (CB)

ABSTRACT 42712

EC 04 2712 ED N.A.
Publ. Date Jul 72 8p.
Hoffmeister, Robert J.; Farmer, Alvirdo
The Development of Manual Sign Language in Mentally Retarded Deaf Individuals.
EDRS not available

Journal of Rehabilitation of the Deaf; V6 N1 P19-26 Jul 1972
Descriptors: mentally handicapped; aurally handicapped; sign language; institutionalized (persons); receptive language; expressive language

A brief review of pertinent literature preceded the study, which was designed to investigate the extent to which institutionalized hearing impaired nonverbal mental retardates could acquire communication skills by means of sign language. Sixteen subjects participated, ranging in age from 12 to 62 years and ranging in IQ from 12 to 88 points. Training consisted of 24, 2 1/2 hour weekly sessions. Results showed that two subjects began the project with a good working knowledge of sign language, that four subjects increased their receptive and expressive vocabulary by over 200 signs, that three subjects increased their receptive and expressive vocabulary by 150 signs, that one subject increased his receptive and expressive vocabulary by 100 signs, that two subjects increased their receptive and expressive vocabulary by 75 signs, that one subject learned 10 signs, and that two subjects did not learn signs. Improved communication skills were found to help the employment potential of four subjects. (CB)

ABSTRACT 42734

EC 04 2734 ED N.A.
Publ. Date Nov 70 3p.
Hall, Sylvia M.; Talkington, Larry W.
Evaluation of a Manual Approach to Programming for Deaf Retarded.
EDRS not available
American Journal of Mental Deficiency; V75 N3 P378-80 Nov 1970

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; aurally handicapped; manual communication; sign language; language development; evaluation

The study evaluates effects of a manual approach on sign comprehension and language development of 30 deaf retarded subjects. A matched-groups design allowed for comparison with nonretarded hearing controls and demonstrated significant gains by the hearing-impaired sub-

jects. The feasibility of the approach and need for extended study is discussed. (Author)

ABSTRACT 42993

EC 04 2993 ED N.A.
Publ. Date Oct 72 3p.
Bongers, Kay H.; Doudlah, Anna M.
Techniques for Initiating Visuo motor Behavior in Visually Impaired Retarded Children.
EDRS not available
Education of the Visually Handicapped; V4 N3 P80-2 Oct 1972

Descriptors: exceptional child research; visually handicapped; mentally handicapped; perceptual motor learning; teaching methods; multiply handicapped; visual perception; institutionalized (persons); lighting

Reported were observations, experiences, and solutions to the problem of initiating visuomotor behavior in visually impaired, institutionalized, retarded children. Two major principles cited in developing remediation strategies for problems relating to perceptual motor dysfunction in children were recapitulation of sequence of perceptual motor development and control of sensory input. Also noted was D.B. Harmon's work (1949) in environmental design. Techniques utilized light images, lamps, and light table. Conclusions were that attention to objects and tasks needs to precede development of visuomotor skills, restricted visual environments directing child's attention to task are effective in initiating purposeful performance, light is powerful reinforcer, and effectiveness of technique can be evaluated by monitoring appearance and spontaneous use of skill by child. (CB)

ABSTRACT 50056

EC 05 0056 ED 067 288
Publ. Date 72 58p.
Stewart, Larry G., Ed.
Deafness and Mental Retardation.
New York University, N. Y. School of Education
Office of Education (DHEW), Washington, D. C.;
New York State Education Dept., Albany. Division For Handicapped Children
EDRS mf,hc
Proceedings of the Special Study Institute on Deafness And Mental Retardation, Rome, New York, May 18-19, 1972

Descriptors: exceptional child education; multiply handicapped; deaf; mentally handicapped; educational programs; identification; curriculum development; instructional media; financial support

Nine selected proceedings from a study institute discuss program alternatives for the education of deaf mentally retarded (MR) children along with such related issues as identification, size and scope of the problem, instructional approaches, curricular planning, instructional media, program funding sources, and vocational rehabilitation. The discussion of identification of deaf MR children is concerned with the basic behavioral characteristics of the population, with what standardized tests can be used for evaluation purposes and by whom, and with constructive action following identification. The size and scope of the problem with MR deaf persons in New York is treated in two articles. Reviewed are programs for MR deaf children in New York state schools for the deaf. Educational programing for MR deaf children is said to begin with gross communication defined as isolated gestures with predetermined meaning. The instructional media services and captioned films branch of the Division of Educational Services from the Bureau of Education for the Handicapped are explained. Two papers treat program funding. State and federal programs for vocational rehabilitation are explained. (GW)

ABSTRACT 50088

EC 05 0088 ED 067 803
Publ. Date 29p.
Esche, Jeanne; Griffin, Carol
A Handbook for Parents of Deaf-Blind Children.
Michigan School for the Blind, Lansing
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; deaf blind; parent education; child rearing; multiply handicapped; guidelines

The handbook for parents of deaf blind children describes practical techniques of child care for such activities as sitting, standing, walking, sleeping, washing, eating, dressing, toilet training, disciplining and playing. For instance, it is explained that some visually handicapped children acquire mannerisms in their early years because they do not have the variety of activities to exercise their muscles that other children have. Various stimulations are suggested as means of distracting a baby's attention from habitual behavior. Techniques for strengthening confidence for walking are said to include allowing the child to use a rope or a stick as a guide initially and tying a string to favorite playthings. It is noted that deaf blind children are rarely totally deaf and totally blind and, consequently, that it is important to provide the child with speech, language, and auditory experiences. (GW)

ABSTRACT 50107

EC 05 0107 ED 069 057
Publ. Date 72 126p.
Environmental Programming for the Deaf-Blind.
Michigan School for the Blind, Lansing
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; deaf blind; environmental influences; behavior change; operant conditioning; multiply handicapped; reinforcement; guidelines; workshops

Presented are the proceedings of an environmental programing workshop on deaf blind individuals at which principles, techniques, and examples of behavior modification were discussed and demonstrated. Rules for data collection are given as well as explanations of the categorizing, the measuring devices, and the data sheets involved in behavior measurement. Basic principles of reinforcement, extinction, and punishment are discussed. Identified are the objectives of a film which contrasts an unstructured custodial program and a program which utilizes the principles of positive reinforcement, extinction, and punishment in an institutional setting. Explanations and specific applications of the following techniques are presented: shaping, fading, response chaining, modeling, imitation, reinforcement of incompatible behavior, time out, and response cost. Training and maintenance procedures specifically related to the following activities are examined: toilet training, hand washing, self care, dressing, eating, social behavior, aggressive behavior, stereotyped motor movements, and self abuse. Guidelines for instructing parents in homebased management techniques are provided. (GW)

ABSTRACT 50235

EC 05 0235 ED N.A.
Publ. Date Nov 72 8p.
Shearer, Marsha S.; Shearer, David E.
The Portage Project: A Model for Early Childhood Education.
EDRS not available
Exceptional Children; V39 N3 P210-17 Nov 1972

Descriptors: exceptional child research; multiply handicapped; early childhood education; parent role; home instruction; preschool children; rural areas; intervention; behavioral objectives

Reported was a home-based intervention program serving 75 preschool multiply handicapped children (aged 0-6 years) living in a rural area. Individualized curriculum was prescribed and demonstrated by a home teacher who visited each parent and child one day per week for 1 1/2 hours. During the week the parents taught the prescribed curriculum and recorded the child's resultant behavior on a daily basis. Two examples of typical behavioral changes such as toilet training were presented. Results indicated that handicapped children can progress above their expected developmental rate and that parents can initiate, observe, and accurately record behavioral changes. (Author/GW)

ABSTRACT 50241

EC 05 0241 ED N.A.
Publ. Date Nov 72 1p.
Banham, Katharine M.
Progress in Mental Development of Retarded Cerebral Palsied Infants.
EDRS not available
Exceptional Children; V39 N3 P240 Nov 1972

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; cerebral palsy; intelligence tests; physically handicapped; intelligence quotient

Reported were scores on the Cattell Infant Intelligence Scale, the Stanford Binet Intelligence Scale (Form L-M), the

Quick Screening Scale of Mental Development, and the Vineland Social Maturity Scale achieved by 102 retarded, cerebral palsied infants who were in a hospital rehabilitation program. Data showed the children to have developed most in the areas of listening attention, numbers and play interest and least in the areas of bodily control and manipulative performance. The IQ measure of the Cattell and Stanford Binet scales showed the greatest reliability for test and retest scores. (GW)

ABSTRACT 50246

EC 05 0246 ED N.A.
Publ. Date Oct 72 5p.
Carper, Ellie M.
Media Utilization and the Multi-Handicapped Deaf.
EDRS not available
Journal of Rehabilitation of the Deaf: V6 N2 P56-60 Oct 1972

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; instructional media; prevocational education; language ability

Discussed is the lack of sufficient and applicable media available to a prevocational program for multiply handicapped hearing impaired individuals. Pointed out are the inadequacies of existing media for instilling vocabulary concepts and developing language structure that will enable handicapped students to follow written instructions or complete job application forms. (GW)

ABSTRACT 50571

EC 05 0571 ED N.A.
Publ. Date Jan 73 5p.
Hall, Sylvia M.; Talkington, Larry
Evaluation of a Coordinated Programming Effort for Deaf Retarded.
EDRS not available
Journal of Rehabilitation of the Deaf: V6 N3 P41-5 Jan 1973

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; mentally handicapped; residential programs; program descriptions; program evaluation; manual communication; skill development

A coordinated 12-month classroom, prevocational, recreational, and residential living intervention program was instituted for 18 aurally handicapped male residents of a public facility for the mentally retarded (mean age 14.1 years, mean IQ 62.7, hearing loss of 60dB or greater in better ear). The 18 normal hearing retarded controls were matched on age, IQ, and length of institutionalization. The Ss were moved to a residential cottage designed for their hearing impaired condition with special warning lights, amplification, visual aids, and staff trained in manual communication and behavior modification. Ss received training in manual communication, concepts, functional academics, prevocational and vocational skills, and self care and daily living skills. After 12 months, Ss had increased the average number of signs in their vocabulary by M equals 101.6 (SD 23.4). Significant changes were observed in deaf Ss in grooming, communication, concepts, academic, recreation, responsibility, and social areas. On the other seven behaviors or skills evaluated, progressive changes were observed in both experimentals and controls but gains were not of sufficient magnitude to differentiate between groups. (KW)

ABSTRACT 50645

EC 05 0645 ED N.A.
Publ. Date Dec 72 6p.
Menolascino, Frank J.
Emotional Disturbances in Institutionalized Retardates: Primitive, Atypical and Abnormal Behaviors.
EDRS not available
Mental Retardation: V10 N6 P3-8 Dec 72

Descriptors: exceptional child services; multiply handicapped; mentally handicapped; emotionally disturbed; behavior patterns; institutionalized (persons); clinical diagnosis; psychological services; psychological evaluation; case studies; guidelines

Discussed are diagnostic and treatment challenges connected with emotional disturbance (as manifested in primitive, atypical or abnormal behaviors) in institutionalized retardates. Three case histories are recounted to illustrate the behavior syndromes. Administrative implications and suggested guidelines for implementing necessary diagnostic and treatment approaches are presented. It is suggested that institutions serve as regional resource services for the growing number of community based programs for the mentally retarded. (Author/GW)

ABSTRACT 50703

EC 05 0703 ED N.A.
Publ. Date 72 88p.
Hammill, Donald D.; Wiederholt, J. Lee
The Resource Room: Rationale and Implementation.
EDRS not available
JSE Press, 3515 Woodhaven Road, Philadelphia, Pennsylvania 19145 ($3.00).

Descriptors: exceptional child education; handicapped children; resource teachers; administrative organization; teacher role; instructional materials

The monograph is intended to acquaint teachers, administrators, and parents with the concept of the resource room and to suggest guidelines for its implementation. A statement of the need for the resource room model includes presentation of reasons for modifying the special education service-delivery system. Explanation of the resource room concept includes definition, historical perspectives, description of the categorical and non-categorical resource room, and consideration of the model's efficacy and of the advantages of the resource room approach. Implementation of the resource room is considered in terms of preparing school staff, the role and competencies of resource room teachers, admission procedures, daily schedule, and reimbursement for resource services. Appended is a list (including source and use suggestions) of selected instructional materials and equipment for resource rooms. (KW)

AUTHOR INDEX

Abel, Georgie Lee and Others 30421.
Anderson, Robert M 20284.
Anderson, Robert M, Ed 20976.
Andrew, Gwen 11096.
Ball, Thomas, Ed 41012.
Banham, Katharine 41491, 50241.
Bevans, Judith 21408.
Bogdanoff, Bruce and Others 41297.
Bolton, Brian 41723.
Bongers, Kay H 42993.
Bowling, Wallace Lee 30481.
Bricker, Diane D and Others 11187.
Brill, Richard G 41319.
Calvert, Donald R and Others 40717.
Carper, Ellie M 50246.
Chess, Stella and Others 40366.
Cleland, Charles C 30476.
Curren, Elizabeth A 31956.
Curtis, W Scott 10235, 30025, 40599-40600.
Darnell, William T 32886.
Davis, Ferne E 41101.
Doctor, Powrie Vaux 41101.
Dolan, William S 40841.
Donlon, Edward T 30025, 40599-40600.
Doudlah, Anna M 42993.
Esche, Jeanne 33054, 50088.
Farmer, Alfredo 42712.
Feuerfile, David 11096.
Fitch, James L 42649.
Goldstein, Steven G 21614.
Graham, Milton D 10784.
Grant, Evelyn 10587.
Green, Mary Briggs 40911.
Griffin, Carol 33054, 50088.
Guldager, Lars 31953.
Hall, Sylvia M 41684, 42734, 50571.
Hammer, Edwin K 30625.
Hammer, Edwin, K, Ed 32882.
Hammill, Donald D 50703.
Hatlen, Philip 32615.
Hegrenes, Jack R and Others 23530.
Hoffmeister, Robert J 42712.
Johnston, Benjamin C 40663.
Karnes, Merle 41659.
Kovacs, Diane 41823.
Lance, Wayne D, Ed 11674.
Lazar, Alfred L and Others 20904.
Leach, Fay 40051.
Lennan, Robert K 22654.
Lewis, William 10587.
Lloyd, Lyle L and Others 20253.
Love, Nash W, Jr 30855.
Lowenfeld, Berthold 20938.
Marshall, Nancy R 21614.
McClennen, Sandra 21416.
McDade, Paul R 21414.
Menolascino, Frank J 50645.
Minskoff, Joseph G 10134.
Mortenson, Ramah 41009.
Nhan, Nguyen 42297.
Noel, Alice 20676.
Power, Desmond J 32891.
Quigley, Stephen P 32891.
Restaino, Lillian C R 41648.
Restaino, Lillian C R and Others 41649-41650.
Rigby, Mary E 21765-21766.
Rogow, Sally M 41830.
Rosenstein, Joseph and Others 41647.
Schattner, Regina 32378.
Schlesinger, Lawrence E 42297.
Schmidt, Paul and Others 20856.
Shearer, David E 50235.
Shearer, Marsha S 50235.
Socher, Penny A 41648.
Steele, Nancy W 40155.
Stein, Laszlo K 40911.
Stevens, Godfrey D 20284.
Stewart, Larry G, Ed 50056.
Swartz, Jon D 30476.
Talkington, Larry W 41684, 42734, 50571.
Tuttle, Dean W 30477.
Ucer, Erol and Others 11782.
Vernon, McCay 11553, 22977, 31744.
Webb, Clarence and Others 11235.
Wessell, Margery Hayes 20142.
Wiederholt, J Lee 50703.
Wiehn, Virginia 30880.
Wolf, James M, E I 20976.
Woodcock, Charles C 21765-21766.
Zackai, Elaine H and Others 42192.
Zausmer, Elizabeth 31491.

SUBJECT INDEX

Academic Achievement 11096, 11553, 20676, 40475-40476.
Academic Aptitudes 20284.
Academic Education 20676.
Accreditation (Institutions) 41319.
Achievement 21766.
Adjustment (to Environment) 20856, 21766.
Administration 20856, 41319.
Administrative Organization 42680, 50703.
Administrator Role 41319.
Adolescents 41723.
Age 10784.
Age Differences 31491.
Agencies 22907.
Annual Reports 32225.
Anomalies 20976, 41297.
Area Centers for Services to Deaf Blind Children 30625.
Arkansas 30625.
Attendants 21416.
Audiometric Tests 11187, 11553.
Audiovisual Aids 11782.
Audition (Physiology) 11235.
Auditory Evaluation 10235, 11187, 11235.
Auditory Tests 40717.
Auditory Visual Tests 11235.
Aural Stimuli 10235.
Aurally Handicapped 10587, 10784, 11096, 11235, 11553, 11674, 20253, 20284, 20976, 22654, 22977, 23530, 31744, 32225, 32860, 32886, 32891, 40475-40476, 41319, 41647-41650, 41684, 41723, 42649, 42712, 42734, 50246, 50571.
Autism 40366.
Behavior 11187.
Behavior Change 11782, 22654, 32882, 40476, 40717, 50107.
Behavior Patterns 40599, 41491, 50645.
Behavior Problems 40366.
Behavior Rating Scales 20856, 40599-40600, 41491.
Behavioral Objectives 50235.
Bender Gestalt Test 11553.
Blind 10235, 10784, 20938, 30476-30477.
Braille 10784.
California 11674, 20938, 41012.
Case Records 23530.
Case Studies 30421, 40841, 42192, 42649, 50645.
Case Studies (Education) 11674, 20142, 21766.
Cerebral Palsy 20976, 22977, 30855, 41009, 41491, 42649, 50241.
Certification 32225.
Child Development 32615, 33054.
Child Rearing 33054, 50088.
Childhood 31785, 40366, 42680.
Childhood Education 30880, 32378, 32860, 40155, 40717, 41319, 50235.
Childhood Needs 31953.
Children 10134, 10235, 10587, 10784.
Class Activities 32378.
Classification 20284, 20976, 30025.
Clinical Diagnosis 11187, 20856, 20976, 21614, 22977, 30025, 42649, 50645.
Cognitive Development 40051, 41647, 41649.
Cognitive Processes 10134.
Communication Skills 11096, 23530, 40475-40476, 40599-40600.
Communication (Thought Transfer) 10235.
Community Cooperation 11096.
Community Problems 11674.
Concept Formation 41650.
Conditioned Response 11187.
Conference Reports 30421, 31785, 32615, 32860, 32882.
Consultation Programs 21614.
Corrective Institutions 11235.
Counseling 30421.
Counseling Centers 31953.
Counseling Services 20938.
Counselor Role 30421.
Counselors 41319.
Curriculum 41650.
Curriculum Design 32378, 41012.
Curriculum Development 11674, 30477, 41649, 50056.
Curriculum Guides 41012.
Curriculum Planning 41012.
Custodial Mentally Handicapped 41009.
Daily Living Skills 40051.
Deaf 10587, 11096, 11553, 20284, 40475-40476, 50056.
Deaf Blind 20938, 22907, 30025, 30481,

30625, 30880, 31953, 32615, 32860, 32882, 33054, 40599-40600, 40717, 40841, 40893, 40911, 50088, 50107.
Demonstration Programs 10587.
Demonstration Projects 20856, 40475, 40893.
Diagnostic Screening Form for Detection of Neurological Impairment in Deaf 11553.
Diagnostic Teaching 11674, 23530.
Diagnostic Tests 41648.
Drug Abuse 41297.
Early Childhood 10134, 10235, 10587, 10754, 31785, 40366, 42680.
Early Childhood Education 30880, 32378, 32860, 40155, 40717, 41319, 50235.
Eating Habits 20142, 21766.
Educable Mentally Handicapped 11782, 20253, 40475-40476, 41659.
Education Service Centers 30625.
Educational Diagnosis 20976, 31744, 32615.
Educational Legislation 11674, 22907.
Educational Needs 10784, 20904, 30477, 32886, 40051, 41101.
Educational Objectives 10587, 20676, 30477, 40475-40476, 42680.
Educational Philosophy 20676.
Educational Planning 11674, 40155.
Educational Problems 11674.
Educational Programs 20938, 20976, 32891, 40155, 40475-40476, 40841, 41319, 41647, 41659, 42680, 50056.
Elementary and Secondary Education Act Title VI 22907.
Elementary School Children 41101.
Elementary School Students 40475-40476.
Emotional Adjustment 11553.
Emotional Problems 10784, 42297.
Emotionally Disturbed 10134, 11187, 11782, 20856, 20938, 22654, 40366, 50645.
Enrichment 30476.
Environmental Influences 50107.
Epilepsy 20856, 42297.
Equipment 11187.
Equipment Standards 11187.
Etiology 11553, 20938, 20976, 22977, 31744.
Evaluation 20856, 32891, 42734.
Evaluation Methods 10235, 30025.
Evaluation Techniques 11235, 21614.
Exceptional Child Education 10235, 10587, 11674, 11782, 20676, 20904, 20976, 21408, 21414, 21416, 21765, 22907, 30476-30477, 30481, 31785, 31956, 32378, 32615, 32860, 32882, 32886, 33054, 40155, 40475-40476, 40599-40600, 40663, 40717, 40841, 40893, 41009, 41012, 41101, 41319, 41649-41650, 41659, 41723, 41823, 41830, 42680, 50056, 50088, 50107, 50246, 50703.
Exceptional Child Research 10134, 10784, 11096, 11187, 11235, 11553, 20142, 20253, 20284, 20856, 20938, 21614, 21766, 22654, 22977, 30025, 30625, 30855, 31491, 31744, 40051, 40366, 41297, 41491, 41647-41648, 41684, 42297, 42649, 42712, 42734, 42993, 50235, 50241, 50571.
Exceptional Child Services 23530, 30421, 31953, 32225, 32891, 40911, 50645.
Expressive Language 42712.
Facility Requirements 11187.
Factors 31744.
Family Attitudes 40366.
Family Problems 41823.
Family Role 30880, 41009.
Federal Legislation 41319.
Films 11782.
Financial Support 50056.
Finger Spelling 30481.
Followup Studies 20856.
Games 30476.
Goodwill Industries 20856.
Group Therapy 11782.
Guidelines 11187, 33054, 42680, 50088, 50107, 50645.
Handicapped Children 50703.
Hard of Hearing 11553, 20253.
Health 10784.
Hearing Aids 32225.
Hearing Loss 11235, 11553, 20253, 42649.
Hearing Therapy 42649.
Heredity 31744.
Home instruction 50235.
Homemaking Education 41096.
Hygiene 21766.
Hyperactivity 10235.
Identification 11187, 11235, 50056.
Illinois 32860.
Incidence 10784, 11235, 20284, 20938, 20976, 30625, 30855, 31744, 32886, 32891, 40366.
Individual Characteristics 41723.
Individual Development 21766.
Infancy 33054.
Infectious Diseases 31491.
Inservice Teacher Education 40893.
Institutes (Training Programs) 20904, 40893.
Institutionalized (Persons) 11096, 11235, 11782, 21414, 21416, 32886, 42712, 42993, 50645.
Instructional Materials 32378, 40051, 50703.
Instructional Media 50056, 50246.
Intellectual Development 11096, 40366.
Intelligence 11553.
Intelligence Quotient 50241.
Intelligence Tests 50241.
Interagency Cooperation 30625.
Interdisciplinary Approach 40911.
Interpersonal Competence 21765.
Intervention 22654, 40911, 41659, 50235.
Job Placement 11096, 20856.
Language 10134, 10235, 20253.
Language Ability 10134, 41830, 50246.
Language Classification 30025.
Language Development 20142, 20253, 41830, 42734.
Language Handicapped 20142, 20253, 32860.
Language Handicaps 10134.
Language Programs 32860.
Language Tests 20253.
Learning Activities 21765.
Learning Characteristics 10134.
Learning Disabilities 10134, 20976, 41647-41650.
Legislation 31953.
Lesson Plans 42680.
Lighting 42993.
Louisiana 30625.
Lysergic Acid Diethylamide 41297.
Manual Communication 30481, 41319, 42734, 50571.
Medical Case Histories 21766, 41297.
Medical Evaluation 31744, 41823.
Medical Treatment 40911.
Memory 41650.
Meningitis 31744.
Mentally Handicapped 10134, 10587, 10784, 11096, 11187, 11235, 11782, 20253, 20284, 20856, 20938, 20976, 21408, 21414, 21416, 21614, 30476, 32225, 32886, 40475-40476, 40663, 40841, 41009, 41012, 41491, 41659, 41684, 41830, 42192, 42649, 42712, 42734, 42993, 50056, 50241, 50571, 50645.
Minimally Brain Injured 11553.
Models 30625, 42680.
Mothers 41009.
Motor Development 31491, 40051, 41650.
Multiply Handicapped 10134, 10235, 10587, 10784, 11096, 11187, 11235, 11553, 11674, 11782, 20142, 20253, 20284, 20676, 20856, 20904, 20938, 20976, 21408, 21414, 21416, 21614, 21765-21766, 22654, 22907, 22977, 23530, 30025, 30421, 30476-30477, 30855, 30880, 31491, 31744, 31785, 31956, 32225, 32378, 32615, 32860, 32882, 32886, 32891, 33054, 40051, 40155, 40366, 40475-40476, 40599-40600, 40663, 40717, 40841, 40893, 40911, 41009, 41012, 41101, 41297, 41319, 41491, 41647-41650, 41659, 41684, 41723, 41823, 41830, 42192, 42297, 42649, 42680, 42712, 42734, 42993, 50056, 50088, 50107, 50235, 50241, 50246, 50571, 50645.
Music Education 21408.
National Surveys 10784, 41684.
Neurological Defects 11553.
Neurologically Handicapped 10784.
New York 32225, 32886.
Oklahoma 30625.
Operant Conditioning 11187, 40717, 50107.
Oral Communication 41319.
Orff Method 21408.
Organization 22907.
Orthopedically Handicapped 20676.
Parent Attitudes 11674.
Parent Child Relationship 21614, 41823.
Parent Counseling 21614.
Parent Education 33054, 50088.
Parent Role 30880, 50235.
Parents 32860, 41009.
Parson's Language Sample 20253.
Participant Characteristics 21414.
Peabody Picture Vocabulary Test 20253.
Perceptual Motor Coordination 31491.
Perceptual Motor Learning 42993.
Performance 21766.
Personal Adjustment 11096, 20856.
Personality 40366.
Physical Activities 21765.
Physical Development 21766.
Physical Handicaps 40366.
Physically Handicapped 20856, 20938, 30855, 42192, 50241.
Pilot Projects 10587.
Post Secondary Education 41319.
Pregnancy 31491.
Premature Infants 11553, 31744.
Prenatal Influences 31491, 41297.
Preschool Children 20938, 20976, 33054, 40841, 40911, 41659, 50235.
Preschool Education 31785.
Prevocational Education 50246.
Professional Associations 41319.
Professional Education 20904.
Professional Personnel 32225.
Program Administration 10587.
Program Descriptions 10587, 22654, 30625, 31956, 32378, 32860, 40475-40476, 40663, 40717, 40841, 40893, 42680, 50571.
Program Design 40155.

Program Development 22907, 40599.
Program Effectiveness 40717.
Program Evaluation 21765, 22654, 40599, 50571.
Program Planning 10587, 11674, 20904, 30477, 40155.
Program Proposals 10587, 22907, 32886.
Psychoeducational Clinics 20938.
Psycholinguistics 10134.
Psychological Characteristics 40366, 41491.
Psychological Evaluation 20976, 21765, 31744, 50645.
Psychological Services 40911, 50645.
Psychomotor Skills 21766.
Psychotherapy 11096, 11782.
Public Facilities 41684.
Public Law 90-247 22907.
Questionnaires 10784.
Receptive Language 42712.
Records (Forms) 21765.
Recreational Activities 30475.
Regional Programs 30625.
Reinforcement 11187, 21416, 50107.
Reinforcers 11187.
Remedial Programs 10134.
Remedial Reading 10134.
Research Methodology 42297.
Research Needs 42297.
Research Projects 42192.
Residential Programs 21765, 32886, 41684, 42297, 50571.
Residential Schools 20284, 20938, 21416, 21765, 40841.
Resource Teachers 50703.
Rh Factors 31744.
Rubella 20976, 31491, 31744, 40366, 40841, 41101.
Rural Areas 50235.
Sacramento 20904.
School Responsibility 11674.
School Youth 20938.
Screening Tests 11235.
Self Care Skills 40051, 40893.
Sensory Experience 21765.
Sensory Integration 41650.
Sensory Training 40051.
Services 22907, 31953.
Sex Differences 10784.
Sheltered Workshops 11096, 20856.
Siblings 42192.
Sign Language 30481, 42712, 42734.
Skill Development 50571.
Social Adjustment 11096, 21765.
Social Development 40475-40476.
Social Relations 10235.
Special Health Problems 42297.
Special Programs 11674.
Speech Evaluation 10235.
Speech Handicapped 10784, 20938, 21614, 23530.
Speech Handicaps 10134.
Speech Therapy 10134, 23530.
Staff Role 41659.
State Legislation 11674, 32225.
State Programs 11674, 32225, 41319.
State Surveys 30625, 32886.
Statistical Data 30625, 40599.
Statistical Surveys 10784.
Student Evaluation 41319.
Student Placement 21766.
Study Guides 20904.
Summer Programs 30880.
Summer Schools 40475-40476.
Supervisors 20856, 41319.
Supplementary Educational Centers 22907, 30625.
Surveys 40051.
Swimming 31956.
Syracuse University Center for the Development of Blind Children 10235.
Taxonomy 20976, 30025.
Teacher Certification 41319.
Teacher Education 11674, 32891, 41319.
Teacher Role 30421, 41649, 50703.
Teaching Methods 20142, 20676, 21408, 21416, 21765, 32378, 42993.
Test Construction 11235, 41648.
Test Evaluation 41648.
Test Reliability 11235.
Test Validity 11235.
Testing 11187, 11235, 20253.
Tests 10235, 11235, 20253.
Texas 30625.
Trainable Mentally Handicapped 20253, 41012.
Trainers 11187.
Training Techniques 11187.
Travel Training 21414.
Verbal Ability 10235.
Verbal Communication 10235.
Video Tape Recordings 40599-40600.
Visual Acuity 20938.
Visual Perception 41650, 42993.
Visually Handicapped 10235, 10784, 20142, 20938, 20976, 21408, 21414, 21416, 21765-21766, 30421, 31785, 31956, 40051, 40663, 41830, 42993.
Visually Handicapped Mobility 21414.
Vocabulary 30025.
Vocational Adjustment 20856.
Vocational Counseling 20856.
Vocational Education 40663.
Vocational Rehabilitation 11096, 20856, 40663.
Work Experience Programs 11096.
Workshops 20856, 32882, 50107.